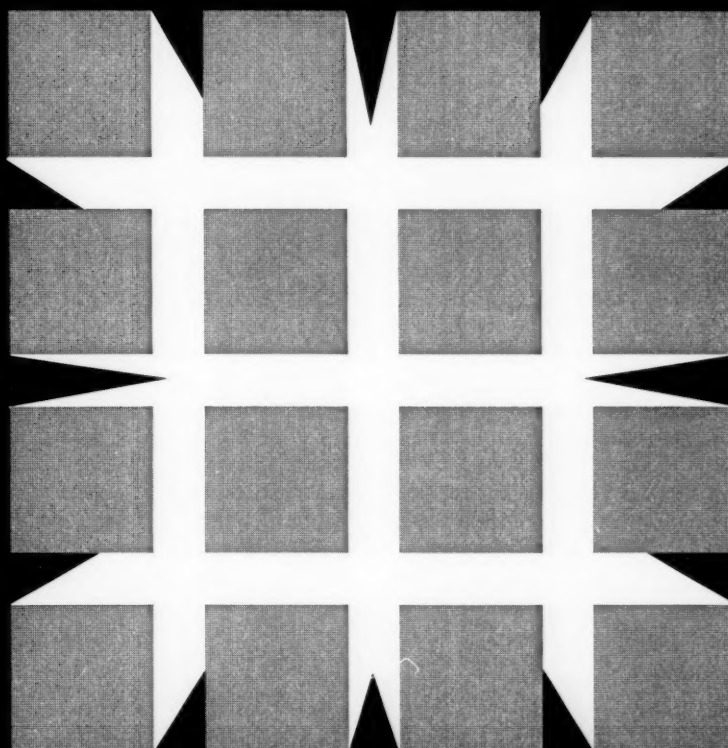October 2000   VOLUME 35/NUMBER 10

RIE

RESOURCES IN EDUCATION
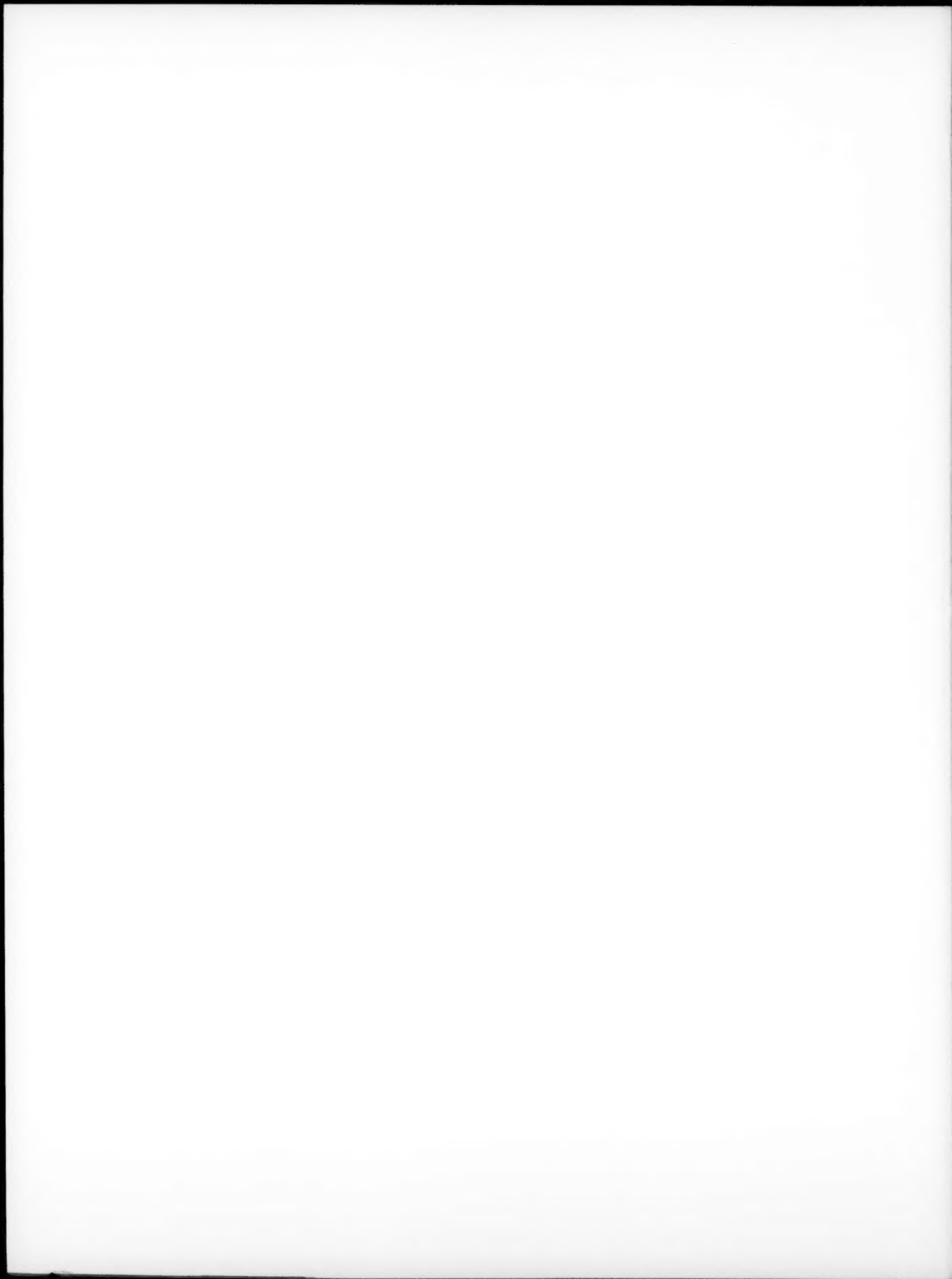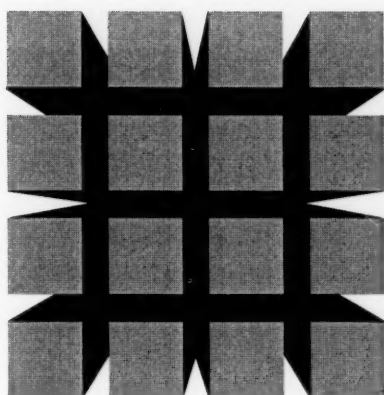
ED 440 211 — 441 073

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RIE

RESOURCES IN EDUCATION

ED 440 211 — 441 073
October 2000
Volume 35/Number 10

TABLE OF CONTENTS

EDUCATIONAL RESOURCES **ERIC**® **INFORMATION CENTER**

Library of Congress
Cataloging in Publication

Introduction

Resources in Education (RIE) — A monthly abstract journal announcing recent document literature related to the field of education, permitting the early identification and acquisition of documents of interest to the educational community.

> **Sponsor:**   Educational Resources Information Center (ERIC)
> National Library of Education (NLE)
> Office of Educational Research and Improvement (OERI)
> U.S. Department of Education
> Washington, D.C. 20208-5721

ERIC is a nationwide information network for acquiring, selecting, abstracting, indexing, storing, retrieving, and disseminating significant and timely education-related documents and journal articles. It consists of a coordinating staff in Washington, D.C. and 16 Clearinghouses located at universities or with professional organizations across the country. These Clearinghouses, each responsible for a particular educational subject area, are an integral part of the ERIC system. The Clearinghouses are listed on the inside back cover.

Organization of Journal:

Resources in Education is made up of resumes and indexes. The resumes provide descriptions of each document and abstracts of their content. Resumes appear in a "Document Section" and are numbered sequentially by an accession number beginning with a prefix ED (*E*RIC *D*ocument). The indexes appear in an "Index Section" and provide access to the Resumes by Subject, Personal Author, Institution, and Publication Type.

Availability of Documents:

The documents cited in ***Resources in Education***, except as noted, are available from the ERIC Document Reproduction Service (EDRS), in both microfiche (MF) and paper copy (PC), or microfiche only. Availability in microfiche only may be determined by the source, for proprietary or copyright reasons, or by ERIC for reasons related to legibility and reproducibility. The price per document is based on the number of pages and is subject to change over time. An ERIC Price Code Schedule permits the user to convert all price codes to actual dollar amounts. Current price information for paper copy and microfiche is to be found in the section entitled "How to Order ERIC Documents" in the most recent issue of RIE.

How to Submit Documents to ERIC:

If you have documents that you would like to have considered for announcement in ***Resources in Education***, you should send clean, legible copies (in duplicate, if possible) to the ERIC Processing and Reference Facility, 4483-A Forbes Boulevard, Lanham, Maryland 20706. A reproduction release, giving ERIC permission to reproduce in paper copy and microfiche (or microfiche only), and signed by the author or official representative of the source institution, is requested for all documents selected for inclusion in RIE. Standard reproduction release forms may be obtained from the ERIC Facility (a sample appears at the back of this issue of RIE). For additional information, see *Submitting Documents to ERIC* at the back of this issue.

How to Order RIE:

The U.S Government Printing Office (GPO) prints RIE and functions as its subscription agent. Detailed subscription information appears on the page in the back of RIE entitled "How to Order ***Resources in Education***".

Selected Acronyms

CH	—	Clearinghouse
CIJE	—	Current Index to Journals in Education (CIJE)
Comp.	—	Compiler
Ed.	—	Editor
ED	—	Accession Number Prefix (ERIC Document)
	—	Department of Education
EDRS	—	ERIC Document Reproduction Service
EJ	—	Accession Number Prefix (ERIC Journal Article)
ERIC	—	Educational Resources Information Center
GPO	—	Government Printing Office
MF	—	Microfiche
NLE	—	National Library of Education
OERI	—	Office of Educational Research and Improvement
PC	—	Paper Copy
RIE	—	Resources in Education (RIE)
SN	—	Scope Note
UF	—	Used For

DOCUMENT SECTION

Sample Document Resume

(for *Resources in Education*)

ERIC Accession Number — identification number sequentially assigned to documents as they are processed.

Clearinghouse Accession Number

Author(s) ➞

Title ➞

Institution — (Organization where document originated.)

Date Published

Contract or Grant Number

Language of Document — documents written entirely in English are not designated, although "English" is carried in their computerized records.

Publication Type — broad categories indicating the form or organization of the document, as contrasted to its subject matter. The category name is followed by the category code.

ERIC Document Reproduction Service (EDRS) Availability — "MF" means microfiche; "PC" means reproduced paper copy. When described as "Document Not Available from EDRS," alternate sources are cited above. Prices are subject to change; for latest price code schedule see section on "How to Order ERIC Documents," in the most recent issue of RIE.

ED 654 321   CE 123 456
Butler, Kathleen   *Smith, B. James*
Career Planning for Women.
Central Univ., Chicago, IL.
Spons Agency—Office of Educational Research
    and Improvement (ED), Washington, DC.
Report No—ISBN-0-3333-5568-1; OERI-2000-34
Pub Date—2000-05-00
Contract—RI900000
Note—30p.; An abridged version of this report was
presented at the National Conference on Educational
Opportunities for Women (9th,
    Chicago, IL, May 14-16, 1999).
Available from—Campus Bookstore, 123
    College Avenue, Chicago, IL 60690 ($5.95).
Language—English, Spanish
Journal Cit—Women Today; v13 n3 p1-14 Jan 2000
PubType—Reports—Descriptive
(141)—Tests/Questionnaires (160)
EDRS Price—MF01/PC02 Plus Postage.
Descriptors—Career Guidance, *Career
    Planning, *Demand Occupations, *Employed
    Women, *Employment Opportunities, Females,
    Labor Force, Labor Market, Postsecondary
    Education
Identifiers—Consortium of States, *National
    Occupational Competency Testing Institute
    Women's opportunities for employment will be
directly related to their level of skill and experience
and also to the labor market demands through the
remainder of the decade. The number of workers
needed for all major occupational categories is
expected to increase by about one-fifth between 2000
and 2007, but the growth rate will vary by
occupational group. Professional and technical
workers are expected to have the highest predicted
rate (39 percent), followed by service workers (35
percent), clerical workers (26 percent), sales workers
(24 percent), craft workers and supervisors (20
percent), managers and administrators (15 percent),
and operatives (11 percent). This publication
contains a brief discussion and employment
information (in English and in Spanish) concerning
occupations for professional and technical workers,
managers and administrators, skilled trades, sales
workers, clerical workers, and service workers. In
order for women to take advantage of increased labor
market demands, employer attitudes toward working
women need to change and women must: (1) receive
better career planning and counseling, (2) change
their career aspirations, and (3) fully utilize the
sources of legal protection and assistance that are
available to them. (Contains 45 references.) (SB)

Sponsoring Agency — agency responsible for initiating, funding, and managing the research project.

Report Number — assigned by originator.

Descriptive Note (pagination first).

Alternate source for obtaining document

Journal Citation

Descriptors — subject terms found in the *Thesaurus of ERIC Descriptors* that characterize substantive content. Only the major terms (preceded by an asterisk) are printed in the Subject Index.

Identifiers — additional identifying terms not found in the *Thesaurus*. Only the major terms (preceded by an asterisk) are printed in the Subject Index.

Informative Abstract

Abstractor's Initials

Document Resumes

The document resumes in this section are arranged in numerical order by ED number, and also alphanumerically by Clearinghouse prefix and Clearinghouse accession number.

As explained in the Introduction, each Clearinghouse focuses on a specific aspect of education. The reader who is interested in one of these major aspects (e.g., Reading) may, however, find pertinent resumes among the entries of virtually any Clearinghouse, dependent on the orientation of the document. For this reason, it is important to consult the Subject index if a comprehensive search is desired.

The following is a list of Clearinghouse prefixes and names, together with the page on which each Clearinghouse's entries begin:

AA

ED 440 211   AA 001 321

Resources in Education (RIE). Volume 35, Number 10.

Computer Sciences Corp., Lanham, MD.; Educational Resources Information Center (ED), Washington, DC.; ERIC Processing and Reference Facility, Lanham, MD.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—ISSN-0098-0897

Pub Date—2000-10-00

Contract—ED-00-CO-0016

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402. On annual subscription, $78 (Domestic), $97.50 (Foreign). The ERIC database in electronic form can be purchased from the ERIC Facility: ericfac@inet.ed.gov

Journal Cit—Resources in Education; v35 n10 Oct 2000

Pub Type— Reference Materials - Bibliographies (131) — Collected Works - Serials (022)

EDRS Price – MF03 Plus Postage. PC Not Available from EDRS.

Descriptors—*Abstracts, Catalogs, Education, *Educational Resources, *Indexes, Resource Materials

Identifiers—*Resources in Education

"Resources in Education" (RIE) is a monthly abstract journal that announces (catalogs, indexes, abstracts) documents of interest to the educational community (including researchers, teachers, students, school board members, school administrators, counselors, parents, etc.). Each issue announces approximately 1000 documents and provides indexes by Subject, Personal Author, Institution, Publication Type, and ERIC Clearinghouse Number. This special Computer Output Microfiche (COM) edition is prepared directly from the ERIC database prior to publication of the printed journal and therefore is lacking the cover and other regular introductory and advertising matter contained in the printed journal. The COM edition contains all five of the indexes in the printed edition. The first accession in each issue of RIE is the issue itself. In this way, the monthly microfiche collection for each issue is immediately preceded by a microfiche index to that collection. This practice began with the RIE issue for May 1979. The electronic version

of the ERIC database contains data fields in addition to those appearing in the printed journal, e.g., geographic source, target audience, etc. (CRW/WTB)

CE

ED 440 212   CE 079 455

Shohet, Linda, Ed.

Literacy across the CurricuMedia Focus: Connecting Literacy, Media and Technology in the Schools, Community, and Workplace, 1999. Volume 14.

Centre for Literacy, Montreal (Quebec).

Report No.—ISSN-1192-3288

Pub Date—1999-00-00

Note—83p.; Published biannually. Supported by Dawson College and the National Literacy Secretariat, Human Resources Development Canada. Photographs may not reproduce well. For Volume 13, 1998, see ED 424 351.

Available from—The Centre for Literacy, 3040 Sherbrooke Street West, Montreal, Quebec, Canada H3Z 1A4. (Annual subscription, $18 Canadian). Tel: 514-931-8731, Ext. 1415; Web site: http://www.nald.ca/litcent.htm.

Journal Cit—Literacy across the CurriculuMedia Focus: Connecting Literacy, Media and Technology in the Schools, Community and Workplace; v14 n1-4 1999

Pub Type— Collected Works - Serials (022)

EDRS Price – MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Adult Basic Education, *Adult Literacy, Adult Students, Annotated Bibliographies, Basic Skills, Classroom Techniques, Community Education, Computer Uses in Education, Conferences, Creative Writing, Educational Media, Educational Policy, Educational Research, Educational Technology, Empowerment, Family Literacy, Foreign Countries, *Fused Curriculum, Health Education, *Health Promotion, Information Networks, Instructional Materials, Integrated Curriculum, Internet, Learning Disabilities, *Literacy Education, Literature Reviews, Multimedia Instruction, Newsletters, Resource Materials, Sex Differences, Student Developed Materials, Teacher Education, Teacher Evaluation, *Technological

Literacy, Wellness, Womens Education, *Workplace Literacy, Workshops, World Wide Web

Identifiers—*Canada, United Kingdom, United States

This document published biannually, consists of two double issues of a newsletter devoted to literacy across the curriculum in Canada and elsewhere. Each double issue contains the following: feature articles; annotated bibliographies and reviews; local news; conference announcements and other announcements; and descriptions of events and resource materials available at the Center for Literacy in Montreal, Quebec. The following feature articles are: "(Mis)Trusting Teachers: A Return to Hard Times?"; "Technology and Basic Skills in the Workplace"; "Networking in the UK"; "Healthy Weight: A Workshop Plan" (Mary Norton, Pat Campbell); "Problematizing Women's Literacy: The CCLOW Experience" (Linda Shohet); "Women and Literacy: A Male Perspective" (Anson Green); "Adults with Learning Difficulties: Strategies for Visual and Auditory Problems" (Pat Hatt); "Media Education as Literacy Education" (Winston Emery, Lee Rother); "Verbal and Visual Literacies: Summaries from Research"; "Concerning Literacy and Technology"; and "How Many Low Literature Adults Are There in Canada, the US, and UK? Should the IALS Estimates Be Revised?" (Thomas G. Sticht). The second double issue (issues 3 & 4) contains a pull-out insert that reports on a 6-week community writing project connecting literacy and the literary and includes samples of the student writing produced during the project. (MN)

ED 440 213   CE 079 938

Frazier, Heather Cognard-Black, Jennifer

Getting the Job: How To Write Your Resume. A Resume Writing Workshop.

Ohio State Univ., Columbus. Center for the Study and Teaching of Writing.

Pub Date—1999-00-00

Note—27p.: Supported by an Ohio State University Community Access to Resources and Educational Services (CARES) Issues Seed Grant.

Pub Type— Guides - Classroom - Learner (051)

EDRS Price – MF01/PC02 Plus Postage.

Descriptors—Adult Education, Career Choice, *Career Education, Community Education, Employment Opportunities, Employment Qualifications, Job Applicants, Job Placement, *Job Search Methods, Job Skills, Learning Activities, Marketing, *Resumes (Personal), *Self

Evaluation (Individuals), *Technical Writing, Vocabulary, Vocational Interests, *Workshops

This booklet, which was developed by Ohio State University's community outreach program to meet area residents' needs for custom-tailored writing instruction, is designed for use in a workshop on writing resumes. The booklet begins with an introduction that states the following three basic guidelines for effective resume writing: (1) discovering what kind of jobs fit one's interests and skills; (2) locating job opportunities that match one's interests and skills; and (3) tailoring a resume to fit the qualifications of a particular job. Each of the booklet's remaining four sections discusses one of the following steps in the process of planning and writing a resume: performing a self-analysis; determining interests and skills; identifying jobs; and writing a resume. Each section contains some or all of the following: an introduction that explains why the activity being discussed is important to the process of finding a job; one or more learning activities designed to help workshop participants complete the particular step in the resume-writing process successfully; and supplementary materials to help participants complete the learning activities. Among the learning activities and supplementary materials included are the following: action words for strong resumes; skill words to describe personal traits; mistakes to watch out for; a self-test regarding tips on finding a job; and a sample work record form. (MN)

ED 440 214   CE 079 961

Pennsylvania Action Research Network (PA-ARN) Staff Development through Five Regional Staff Development Centers. Final Report, July 1998-June 1999.

Pennsylvania State Univ., McKeesport.

Spons Agency—Department of Education, Washington, DC.; Pennsylvania State Dept. of Education, Harrisburg. Div. of Adult Basic and Literacy Education Programs.

Pub Date—1999-00-00

Contract—099-99-9010

Note—53p.; For the PA-ARN Action Research Monographs connected to this project, see CE 079 962-985. Project Director was Gary W. Kuhne. For the 1997-1998 final report, see ED 427 221.

Available from—AdvancE, PDE Resource Center, Department of Education, 333 Market Street, Floor 11, Harrisburg PA 17126-0333. Tel: 717-783-6788; Web site: http://www.pde.psu.edu/able.

Pub Type— Reports - Descriptive (141)

EDRS Price – MF01/PC03 Plus Postage.

Descriptors—*Action Research, Adult Education, *Adult Educators, Adult Literacy, English (Second Language), High School Equivalency Programs, *Literacy Education, Material Development, *Problem Solving, *Professional Development, Program Evaluation, Program Improvement, State Programs, Statewide Planning

Identifiers—*Pennsylvania

With the existence of 67 monographs and approximately 60 practitioners trained in action research in the western and central parts of Pennsylvania from project years 1995-98, the 1998-99 Section 353 project expanded the action research network (ARN) to include teachers, administrators, and researchers in the northeastern and southeastern parts of the state. The project produced a revision of the monograph guidelines and the Action Research Planner (ARP); trained 23 participants over the approximately 8-month research period; continued the refinement of the proposal review process to allow expert input to project proposal designs in order to improve quality control; produced 23 research monographs; and developed the Learning from Practice Web page (http://www.learningfrompractice.org). Interviews with 15 of 20 1997-98 participants one year after the completion of their project activities found: the majority improved their problem solving strategies; dealt with problems more systematically; made lasting changes in their classrooms; and felt action research made changes in their agencies. Interviews with 10 of 16 supervisors of participants' programs found that they rated

action research highly, and a majority pointed to lasting changes in their institutions/programs as a result of action research. The 8-page report is followed by a list of 1998-99 monograph titles, the results of evaluation studies of the Pennsylvania ARN, and revisions to the ARP and Monograph Guide. (Contains 53 references.) (YLB)

ED 440 215   CE 079 962

Action Research Monographs. Complete Set. Pennsylvania Action Research Network, 1998-99. A Section 353 Project of the Pennsylvania Department of Education, Bureau of Adult Basic and Literacy Education. A Learning from Practice Project.

Pennsylvania State Univ., McKeesport.

Spons Agency—Department of Education, Washington, DC.; Pennsylvania State Dept. of Education, Harrisburg. Div. of Adult Basic and Literacy Education Programs.

Pub Date—1999-00-00

Contract—099-99-9010

Note—359p.; For individual monographs, see CE 079 963-985. For the project's final report, see CE 079 961.

Available from—AdvancE, PDE Resource Center, Department of Education, 333 Market Street, Floor 11, Harrisburg PA 17126-0333. Tel: 717-783-6788; Web site: http://www.pde.psu.edu/able.

Pub Type— Collected Works - General (020)

EDRS Price – MF01/PC15 Plus Postage.

Descriptors—*Action Research, Adult Education, *Adult Educators, Adult Literacy, Deafness, *English (Second Language), Family Literacy, *Goal Orientation, High School Equivalency Programs, *Literacy Education, Metacognition, Parent Participation, Pretests Posttests, *Professional Development, Program Improvement, School Holding Power, Student Motivation, Teacher Improvement, Teaching Methods, Test Selection

Identifiers—353 Project, *Pennsylvania

This publication consists of the complete set of 23 monographs developed by the Pennsylvania Action Research Network to supplement the 67 monographs produced over the past 3 years. The specific audience are literacy, General Educational Development (GED), and English-as-a Second Language (ESL) practitioners. The titles are: "Use of Metacognitive Teaching To Enhance English Language Literacy of Deaf and Hard of Hearing Adult Learners" (Robert A. Anthony); "Phonemic Awareness Education with an ESL Class" (Anne Y. Barton); "Increased Tutor Participation" (Daniel Corle); "Will the Use of Videos Designed for the Purpose of Teaching English Pronunciation Improve the Learners' Production of Discrete Sounds by At Least 80% over a 12 Week Period?" (Christina Davis); "Development of an IEP Form for Adult Students" (Ginny Edmonston); "Will Parental Incentives Increase Parental Involvement?" (Barbara Elsleger); "Contacting Students To Raise Retention Rates" (Lydia Frankenburger); "Post-Test Learner Evaluation" (Sydney Schwartz Hardiman); "Teaching Short-Term and Long-Term Goal-Setting to ESL Students for Educational, Personal, and Career Application" (Shirley F. Jackson); "Using Communication To Retain Tutors" (Judy Kline); "Peer Vocabulary Building Teams" (Pat Kriley); "Implementation of a Procedure Manual To Improve Teacher Performance" (Eileen Madgar); "Increasing Student Motivation through the Development of a Personal Mission Statement" (Jeanette G. Matthews); "Issues around Teaching Competencies in a Family Literacy Program" (Susan Finn Miller); "Integrating Professional Teaching Staff into a Volunteer-Based Agency" (Karen Mundie); "Making a Choice Between the TABE and the CASAS" (Elaine Nagel); "Increasing Positive Outcomes in GED Classes through Family Literacy Programs" (Stuart Roe); "The Benefits of a Tutor Training Manual" (Stacey Roles); "Teaching Grammar in an ESL Classroom" (Timothy Shenk); "Developing an Intense Goal-Setting Portion of Student Orientation: Helping Students To Focus on Their Goals and Remain with GPLC until Those Goals Are Achieved" (Sue Snider); "One-Size-Fits-All vs. Pick-and-Choose Format" (Valorie Taylor);

"Redesigning the Current Student Tracking Form" (Donna Urey); and "Conversation Partners: Work in Progress" (Lora Zangari). (YLB)

ED 440 216   CE 079 963

Anthony, Robert A.

Use of Metacognitive Teaching To Enhance English Language Literacy of Deaf and Hard of Hearing Adult Learners. Action Research Monograph.

Pub Date—1999-00-00

Note—16p.; In: Action Research Monographs. Complete Set. Pennsylvania Action Research Network, 1998-99. A Section 353 Project of the Pennsylvania Department of Education, Bureau of Adult Basic and Literacy Education. A Learning from Practice Project; see CE 079 962.

Pub Type— Reports - Research (143)

EDRS Price – MF01/PC01 Plus Postage.

Descriptors—Action Research, Adult Basic Education, Adult Educators, Adult Literacy, *Deafness, Educational Research, *Hearing Impairments, *Learning Strategies, *Literacy Education, *Metacognition, Pretests Posttests, *Professional Development, Teaching Methods

Identifiers—353 Project, Pennsylvania

This study focused on the problem of deaf and hard of hearing learners who have very low English literacy levels compared to their ability levels. Participants in the study were deaf and hard of hearing adult learners in the Adult Basic Education Program of the Center on Deafness in Pittsburgh, Pennsylvania. This mixed urban-rural population had some students from Pittsburgh and others from small towns in southwest Pennsylvania. The Test of Adult Basic Education (TABE) was used. Reading pretest scores of participants ranged from a high of 2.6 to a low of 1.9. Language pretest scores ranged from a high of 2.8 to a low of 1.1. The intervention used for the study was a metacognitive teaching-learning process, pioneered by Donald Meichenbaum, that focuses on assisting students to use their knowledge and apply it to new learning or tasks, e.g., reading and comprehending a story or article. Data were collected using pretest and posttest scores of students on the TABE, samples of student writing, and observations of student learning during instruction. TABE results showed less than one grade level gain from pretest to posttest. Writing samples showed growth in content organization and elaboration, but not in grammar use. Learning clearly became more student-directed. (YLB)

ED 440 217   CE 079 964

Barton, Anne Y.

Phonemic Awareness Education with an ESL Class. Action Research Monograph.

Pub Date—1999-00-00

Note—8p.; In: Action Research Monographs. Complete Set. Pennsylvania Action Research Network, 1998-99. A Section 353 Project of the Pennsylvania Department of Education, Bureau of Adult Basic and Literacy Education. A Learning from Practice Project; see CE 079 962.

Pub Type— Reports - Research (143)

EDRS Price – MF01/PC01 Plus Postage.

Descriptors—Action Research, Adult Education, Adult Educators, Adult Literacy, Educational Research, *English (Second Language), Literacy Education, *Phonemics, *Professional Development, *Second Language Instruction

Identifiers—353 Project, Pennsylvania, *Phonemic Awareness

This study was designed to include a segment of phonemic awareness in a multi-level English-as-a-Second-Language (ESL) classroom as learning progress seemed to be inhibited in part by a lack of understanding of the structure of the English language. A survey was developed and administered to measure student progress to establish a baseline. Students measured consisted of Hispanic migrant workers, Hispanic laborers from local factories, political refugees from Eastern Europe, immigrants, and visitors to America. For three months, the instructor included a segment of phonemic awareness at some point in each class session. The survey was again administered to the students.

Results of the second survey were inconsistent, causing the researcher to call for further evaluation of the merits of incorporating phonemic awareness in adult ESL. (The instrument is appended.) (YLB)

ED 440 218 CE 079 965

Corle, Daniel

Increased Tutor Participation. Action Research Monograph.

Pub Date—1999-00-00

Note—20p.; In: Action Research Monographs. Complete Set. Pennsylvania Action Research Network, 1998-99. A Section 353 Project of the Pennsylvania Department of Education, Bureau of Adult Basic and Literacy Education. A Learning from Practice Project; see CE 079 962.

Pub Type— Reports - Research (143) — Tests/Questionnaires (160)

EDRS Price – MF01/PC01 Plus Postage.

Descriptors—Action Research, Adult Basic Education, Adult Educators, Adult Literacy, *Literacy Education, Participant Satisfaction, *Participation, Professional Development, Questionnaires, *Tutoring, *Tutors, *Volunteer Training, Workshops

Identifiers—353 Project, Pennsylvania

This project was developed to increase attendance at inservices and workshops that are provided to continue the training of tutors in the South Pittsburgh office of the Greater Pittsburgh Literacy Council (GPLC). A questionnaire was designed and mailed to all (about 20) tutors in the area to obtain input about how prepared they felt, and whether they felt they were receiving enough support and interaction from the organization. Four forms were returned and indicated that: (1) respondents felt positively about the training and felt well-prepared; (2) they gave high marks to the question about usefulness of materials and whether they were receiving enough support from their coordinators and GPLC; (3) they saw the factors of location and time as interferences with workshops; and (4) they felt more prepared at each phase of additional training, involvement in the tutoring, or training process. Students who responded to a questionnaire about their tutors were positive, but these results did not appear to reflect the reality. More aggressive marketing of the workshops included sending updated information about the workshops along with recommendations for specific tutors to attend them. An advanced certificate was offered for all tutors who completed an additional six hours of training. No tutor mentioned an interest in the certificate. Appended are the two questionnaire. (YLB)

ED 440 219 CE 079 966

Davis, Christina

Will the Use of Videos Designed for the Purpose of Teaching English Pronunciation Improve the Learners' Production of Discrete Sounds by At Least 80% over a 12 Week Period? Action Research Monograph.

Pub Date—1999-00-00

Note—8p.; In: Action Research Monographs. Complete Set. Pennsylvania Action Research Network, 1998-99. A Section 353 Project of the Pennsylvania Department of Education, Bureau of Adult Basic and Literacy Education. A Learning from Practice Project; see CE 079 962.

Pub Type— Reports - Research (143)

EDRS Price – MF01/PC01 Plus Postage.

Descriptors—Action Research, Adult Education, *Adult Educators, Adult Literacy, *English (Second Language), Literacy Education, Pretests Posttests, Professional Development, Pronunciation, *Pronunciation Instruction, *Second Language Instruction, Student Attitudes, Teaching Methods, *Videotape Recordings

Identifiers—353 Project, Pennsylvania

This project was conducted to determine whether using videotapes, designed for the purpose of teaching English pronunciation, would improve the pronunciation of English as a second language learners at the Lebanon Adult Education Center in Pennsylvania. The videotapes used were entitled "Perfect English Pronunciation." Learners were given a pre-

test that consisted of groups of words that used various sounds in English pronunciation. These sounds were heard in the beginning, middle, or end of words. Throughout the project, the instructor observed the learners and kept field notes. At the end of the project, the learners were given a post-test. Each learner in this 12-week intermediate class showed at least an 80 percent improvement in the English pronunciation of discrete sounds. A few students demonstrated a 95 percent improvement. Students also demonstrated greater confidence in their ability to communicate as a result of the project. (YLB)

ED 440 220 CE 079 967

Edmonston, Ginny

Development of an IEP Form for Adult Students. Action Research Monograph.

Pub Date—1999-00-00

Note—15p.; In: Action Research Monographs. Complete Set. Pennsylvania Action Research Network, 1998-99. A Section 353 Project of the Pennsylvania Department of Education, Bureau of Adult Basic and Literacy Education. A Learning from Practice Project; see CE 079 962.

Pub Type— Reports - Research (143)

EDRS Price – MF01/PC01 Plus Postage.

Descriptors—Action Research, *Adult Basic Education, Adult Educators, Adult Literacy, Cooperative Programs, Coordination, Diagnostic Teaching, Educational Cooperation, *High School Equivalency Programs, *Individualized Education Programs, Individualized Instruction, Individualized Reading, Literacy Education, Professional Development, Student Evaluation

Identifiers—353 Project, Pennsylvania

The Clinton County (Pennsylvania) Development Center for Adults studied to what extent the planning and evaluation process for adult learners in the adult basic education/General Educational Development program was improved by the use of an individualized education plan (IEP) form. The project involved collaboration with other instructors in the program to gather their ideas and those of 22 Literacy Corps tutors from Lock Haven University (LHU). The work on the form began in mid-November 1998 and continued through mid-January 1999. By the first of February, the students' files contained an IEP form completed as much as possible. An intern from LHU, a VISTA (Volunteers in Service to America) volunteer, and the instructor compiled the proposed form. During the first two weeks of February, the Literacy Corps tutors were matched with the adult learners. Eleven of the student files given to the Literacy Corps tutors contained a completed IEP form; the other 11 did not. Having an IEP form helped tutors become familiar with new students. The tutors with the IEP forms began the actual instructional process much more quickly, while those without took about 3 weeks deciding where their learners needed help. Appended are the original and revised IEP forms.) (YLB)

ED 440 221 CE 079 968

Elsleger, Barbara

Will Parental Incentives Increase Parental Involvement? Action Research Monograph.

Pub Date—1999-00-00

Note—15p.; In: Action Research Monographs. Complete Set. Pennsylvania Action Research Network, 1998-99. A Section 353 Project of the Pennsylvania Department of Education, Bureau of Adult Basic and Literacy Education. A Learning from Practice Project; see CE 079 962.

Pub Type— Reports - Research (143)

EDRS Price – MF01/PC01 Plus Postage.

Descriptors—Action Research, Adult Basic Education, Adult Educators, Adult Literacy, High School Equivalency Programs, *Incentives, Literacy Education, *Parent Child Relationship, *Parent Education, *Parent Participation, Par-

ent School Relationship, *Parents as Teachers, Professional Development

Identifiers—353 Project, Pennsylvania

After observing the lack of parental involvement in children's educational development among clients, an instructor determined to learn if offering incentives to parents to work with their child/children would increase parental involvement. Working in an adult basic education/General Educational Development parental assistance program with services given through home visits, the instructor chose nine families to complete a checklist targeting their involvement with their children at home and at school. The instructor also collected field notes of observations made during home visits concerning parents' attitudes toward their child's/children's education. Results of this checklist and field note observations were used to determine the baseline for each family. The instructor offered an incentive to parents if a total of seven selected parent-child activities were completed on subsequent visits. The instructor explained to these families that they would be eligible to attend a group picnic (the incentive) upon the successful completion of these activity-assignments. The results of offering an incentive to parents to be a part of this research appeared to be positive from the very beginning of the project. Six of the seven families completed the seven activities. Appended are the 3 forms used in the study. (Author/YLB)

ED 440 222 CE 079 969

Miller, Susan Finn

Issues around Teaching Competencies in a Family Literacy Program. Action Research Monograph.

Pub Date—1999-00-00

Note—25p.; In: Action Research Monographs. Complete Set. Pennsylvania Action Research Network, 1998-99. A Section 353 Project of the Pennsylvania Department of Education, Bureau of Adult Basic and Literacy Education. A Learning from Practice Project; see CE 079 962.

Pub Type— Reports - Research (143)

EDRS Price – MF01/PC01 Plus Postage.

Descriptors—Action Research, Adult Basic Education, *Competency Based Education, Educational Needs, English (Second Language), Evaluation Methods, *Family Literacy, High School Equivalency Programs, Inservice Teacher Education, Integrated Curriculum, Intergenerational Programs, *Literacy Education, *Parents as Teachers, Preschool Education, Pretests Posttests, Program Development, Program Effectiveness, Program Evaluation, Standardized Tests, Student Attitudes, *Student Evaluation, Systems Approach, Teacher Attitudes, *Teacher Competencies, Teacher Researchers

Identifiers—353 Project, Comprehensive Adult Student Assessment System, *Even Start, General Educational Development Tests, Pennsylvania

Issues surrounding teaching competencies in family literacy programs were examined in a study of two well-established Even Start sites in Lancaster County, Pennsylvania. The program, which served 34 ethnically diverse adult learners, offered 25 hours of adult basic education, general educational development (GED), and English-for-speakers-of-other-languages instruction for parents, while their children participated in early childhood classrooms. The study investigated the reasons why the family literacy program had inconsistent results when evaluated according to the Comprehensive Adult Student Assessment System (CASAS), but showed positive gains on other standardized tests. Four teachers and eight students were interviewed regarding their perceptions of integrating teaching competencies into the GED curriculum. In addition, teachers were trained in using the CASAS competencies in their GED instruction by utilizing the CASAS curriculum. The results of CASAS pretesting and posttesting did not show measurable improvement compared with past years. Although all the students were receptive to some emphasis on competencies, and although all the teachers believed that addressing competencies is appropri-

ate, most of the teachers found it difficult to systematically address competencies in their GED curriculum. Most teachers emphasized the difficulty of integrating CASAS competencies into GED instruction. (Contains 12 references.) (MN)

ED 440 223   CE 079 970

Frankenburger, Lydia

Contacting Students To Raise Retention Rates. Action Research Monograph.

Pub Date—1999-00-00

Note—12p.; In: Action Research Monographs. Complete Set. Pennsylvania Action Research Network, 1998-99. A Section 353 Project of the Pennsylvania Department of Education, Bureau of Adult Basic and Literacy Education. A Learning from Practice Project; see CE 079 962.

Pub Type— Reports - Research (143)

EDRS Price – MF01/PC01 Plus Postage.

Descriptors—*Academic Persistence, Action Research, Adult Basic Education, Attitudes, Community Education, Dropout Research, *Dropouts, *High School Equivalency Programs, *Outreach Programs, Program Development, Program Effectiveness, Questionnaires, Records (Forms), Rural Areas, Rural Education, *School Holding Power, Student Recruitment, Teacher Researchers

Identifiers—353 Project, *General Educational Development Tests, Pennsylvania

This research project was conducted to identify the reasons for the low retention rate for adult students enrolled in the prep level of the General Educational Development (GED) programs offered by the Clinton County (Pennsylvania) Development Center for Adults. All adult students who attended class at least once from July 1998 through January 1999 and who had not met their goals or returned to class were contacted by telephone to encourage them to return to the program. Students were also briefly interviewed to determine why they quit class. If students were not reached by phone after three attempts, they were sent letters. The project goal was to convince at least 10% of the students to return to the GED program. Of the 40 students contacted, 10 (25%) returned to class at least once. The following were among the reasons given by students for quitting class: health problems; rehabilitation; passed the GED test; incarcerated; home problems; attending another program; death in family; no driver's license; tutor wanted; too busy, no babysitter, moved, holidays, newly employed, and car problems. Appended are the student contact form, student contact letter, and the list of reasons why people quit attending class.) (MN)

ED 440 224   CE 079 971

Jackson, Shirley F.

Teaching Short-Term and Long-Term Goal-Setting to ESL Students for Educational, Personal, and Career Application. Action Research Monograph.

Pub Date—1999-00-00

Note—19p.; In: Action Research Monographs. Complete Set. Pennsylvania Action Research Network, 1998-99. A Section 353 Project of the Pennsylvania Department of Education, Bureau of Adult Basic and Literacy Education. A Learning from Practice Project; see CE 079 962.

Pub Type— Reports - Research (143) — Tests/Questionnaires (160)

EDRS Price – MF01/PC01 Plus Postage.

Descriptors—Action Research, Adult Basic Education, Adult Literacy, Adult Students, Career Education, *Career Planning, Cultural Differences, Daily Living Skills, *Decision Making Skills, Educational Planning, *English (Second Language), Ethnic Groups, Interviews, Journal Writing, Learning Activities, Listening Skills, *Literacy Education, *Long Range Planning, Multicultural Education, Program Development, Program Effectiveness, Questionnaires, Records (Forms), Skill Develop-

ment, Student Attitudes, *Student Educational Objectives, Teacher Researchers

Identifiers—353 Project, *Goal Setting, Pennsylvania

Because an English-as-a-second-language (ESL) teacher in Pennsylvania observed from the intake questionnaires completed by her students that many ESL students lack short- and long-term goal-setting skills, she undertook an action research project to help ESL students develop the short- and long-term goal-setting skills needed for educational, personal, and career application. She established personal interview sessions with students, had students begin journals, and conducted question-and-answer sessions. She also developed activities to improve students' listening skills. The activities were designed to be sensitive to the different cultural backgrounds of the class's Hispanic, Asian, and Middle Eastern students. During the course of the 6-week project, the student processed the procedures for setting short-term and long-term goals. At the beginning of the project, students could not seem to mesh educational and personal goals. As they worked on specific goals, however, they began to see the relationship between career, educational, and life goals. Students' independence in filing out forms and telling the instructor what they needed to learn in English also improved. (Appendixes constituting approximately two-thirds of this document contain the following five items: a list of strategies for setting goals and objectives; an intake questionnaire; a planning questionnaire; four single-goal short-term activity records; and a listening skills exercise.) (MN)

ED 440 225   CE 079 972

Kline, Judy

Using Communication To Retain Tutors. Action Research Monograph.

Pub Date—1999-00-00

Note—9p.; In: Action Research Monographs. Complete Set. Pennsylvania Action Research Network, 1998-99. Pennsylvania Department of Education, Bureau of Adult Basic and Literacy Education. A Learning from Practice Project; see CE 079 962.

Pub Type— Reports - Research (143)

EDRS Price – MF01/PC01 Plus Postage.

Descriptors—Action Research, Adult Basic Education, Adult Educators, Adult Literacy, Attitudes, Comparative Analysis, Dropout Research, *Dropouts, Intervention, *Labor Turnover, *Literacy Education, *Outreach Programs, Postsecondary Education, Program Development, Program Effectiveness, Questionnaires, *Staff Development, Teacher Persistence, Teacher Researchers, Trend Analysis, *Tutors, Volunteers

Identifiers—353 Project, Pennsylvania

Many volunteer literacy tutors in Franklin County, Pennsylvania, have not completed their 1-year tutoring commitment. Consequently, an action research project was undertaken to determine the causes of the high tutor turnover and to identify ways of improving the tutor retention rate. All tutors involved in the program from 1998 onward were asked to complete a questionnaire listing 21 reasons that might make tutors quit tutoring. The project goal was to boost the retention of tutors trained in 1999 to 70%. All 37 tutors asked to complete questionnaires did so. Eighty percent of tutors who completed the questionnaire responded positively to the seven questionnaire items related to the need for further communication between tutors and members of the literacy council's staff. As a result, the tutor training program was revised and office staff worked to adopt the approach of active listening when dealing with tutors and to increase communication with tutors. Although the retention rate of tutors trained in 1998 was only about 40-60 percent, 100% of the tutors trained in January 1999 were still tutoring in May 1999 (the end of the action research project). (The tutor questionnaire is appended.) (MN)

ED 440 226   CE 079 973

Kriley, Pat

Peer Vocabulary Building Teams. Action Research Monograph.

Pub Date—1999-00-00

Note—18p.; In: Action Research Monographs. Complete Set. Pennsylvania Action Research Network, 1998-99. the Pennsylvania Department of Education, Bureau of Adult Basic and Literacy Education. A Learning from Practice Project; see CE 079 962.

Pub Type— Reports - Research (143)

EDRS Price – MF01/PC01 Plus Postage.

Descriptors—Action Research, Adult Basic Education, Adult Literacy, Cooperative Learning, Group Activities, *Literacy Education, *Peer Teaching, Pretests Posttests, Program Development, Program Effectiveness, Records (Forms), Teacher Researchers, *Teamwork, *Vocabulary Development

Identifiers—353 Project, *General Aptitude Test Battery, Pennsylvania

An adult educator in Butler, Pennsylvania, noticed that, although students who took the General Aptitude Test Battery (GATB) seemed highly motivated to improve their basic skills in mathematics and spatial relations, only 2 of her 20 students who took the GATB made a concerted effort to develop their vocabulary. Thinking that those two students were a peer vocabulary-building team because they were brothers, the instructor undertook an action research project to increase students' vocabulary skills by using a peer vocabulary-building team system. During the 4-month study, the instructor had students spend 15 30-minute study sessions with a peer vocabulary team. Data were collected in three ways: field observations, interviews with team members, and pre- and posttests to measure vocabulary gains. Of the 16 students enrolled in the instructor's GATB preparation class, 12 participated in the peer vocabulary-building team system. After 4 months, all 12 students demonstrated word recognition gains ranging from 23% to 583%. (Attachments constituting approximately 60% of this document contain a chart detailing the 9 aptitudes measured by 12 tests in the GATB and a student vocabulary progress record.) (MN)

ED 440 227   CE 079 974

Madgar, Eileen

Implementation of a Procedure Manual To Improve Teacher Performance. Action Research Monograph.

Pub Date—1999-00-00

Note—14p.; In: Action Research Monographs. Complete Set. Pennsylvania Action Research Network, 1998-99. the Pennsylvania Department of Education, Bureau of Adult Basic and Literacy Education. A Learning from Practice Project; see CE 079 962.

Pub Type— Reports - Research (143) — Tests/Questionnaires (160)

EDRS Price – MF01/PC01 Plus Postage.

Descriptors—Action Research, Adult Basic Education, *Adult Educators, Adult Literacy, Educational Policy, High School Equivalency Programs, Individualized Instruction, *Inservice Teacher Education, *Literacy Education, Material Development, *Policy Formation, Program Development, Program Effectiveness, Questionnaires, Records (Forms), Teacher Effectiveness, *Teacher Improvement, Teacher Researchers, *Teaching Guides

Identifiers—353 Project, Pennsylvania

The Southwestern Pennsylvania Area Labor-Management Committee (SPALMC), which serves approximately 180 adult students annually, was experiencing inconsistencies in performance among its adult education staff. The problems included teachers arriving late 50% of the time and individualizing instruction only 70% of the time. To remedy these problems, the SPALMC undertook an action research project consisting of development of a teaching policy manual and delivery of staff inservice training. First, existing performance problems were documented through field observations and a student survey. Next, a procedural manual for SPALMC's instructors was developed that covered start times for full- and part-time instructors, proper student intake procedures, and development of individualized lessons for students. The new manuals were discussed with all SPALMC instructors, and instructors were offered additional materials and

training on planning individualized instruction. Field observations, conducted at the end of the project, confirmed that the new manual and staff training had resulted in a 45% improvement in teacher performance. (Attachments constituting approximately 60% of this document contain the following four items: instructor arrival time log form; student questionnaire; overview of the instructor handbook's contents; and information about the SPALMC's Department of Education and full-time instructors.) (MN)

ED 440 228   CE 079 975

Matthews, Jeanette G.

Increasing Student Motivation through the Development of a Personal Mission Statement. Action Research Monograph.

Pub Date—1999-00-00

Note—20p.; In: Action Research Monographs. Complete Set. Pennsylvania Action Research Network, 1998-99. the Pennsylvania Department of Education, Bureau of Adult Basic and Literacy Education. A Learning from Practice Project; see CE 079 962. Follow-up questionnaire listed in appendix not included.

Pub Type— Reports - Research (143) — Tests/Questionnaires (160)

EDRS Price – MF01/PC01 Plus Postage.

Descriptors—Action Research, Adult Basic Education, Adult Literacy, *Adult Students, *Attitude Change, *Literacy Education, *Mission Statements, Motivation Techniques, Personal Narratives, Pretests Posttests, Program Development, Program Effectiveness, Questionnaires, *Self Evaluation (Individuals), Student Attitudes, *Student Motivation, Teacher Researchers, Welfare Recipients

Identifiers—353 Project, *Goal Setting, Pennsylvania (Pittsburgh), Welfare to Work Programs

The instructor of a course focusing on basic academic and job readiness skills for welfare recipients at the Goodwill Employment Help Center in McKeesport, Pennsylvania, conducted an action research project to determine whether developing personal mission statements would increase students' motivation in her course. As new students were accepted into the course, they were asked to participate in the following activities: (1) complete a questionnaire about their attitudes; (2) participate in an informal discussion about personal goals, responsibility, and determining one's likelihood of achieving goals; and (3) write a personal mission statement. Students' motivation was measured through surveys administered before and after the mission statement activity, field notes, and interviews. Of the 12 students who initially agreed to participate in the project, only 3 actually remained in the study long enough to complete mission statements. All three students stated that the mission statements helped increase their feeling of responsibility for their academic and career success. The remaining 9 students dropped out of the study for reasons unrelated to the study. (Appendixes constituting approximately 60% of this document contain the following four items: mission statement of Goodwill Industries of Pittsburgh; instructor's personal mission statement; mission statement lesson outline; and student questionnaire.) (MN)

ED 440 229   CE 079 976

Mundie, Karen

Integrating Professional Teaching Staff into a Volunteer-Based Agency. Action Research Monograph.

Pub Date—1999-00-00

Note—19p.; In: Action Research Monographs. Complete Set. Pennsylvania Action Research Network, 1998-99. A Section 353 Project of the Pennsylvania Department of Education, Bureau of Adult Basic and Literacy Education. A Learning from Practice Project; see CE 079 962.

Pub Type— Reports - Research (143)

EDRS Price – MF01/PC01 Plus Postage.

Descriptors—Action Research, Adult Basic Education, *Adult Educators, Adult Literacy, Attitude Change, Interaction, *Literacy Education, Meetings, *Organizational Climate, Professional Development, Program Development, Pro-

gram Effectiveness, *Staff Development, *Teacher Attitudes, Teacher Improvement, Teacher Researchers, *Voluntary Agencies

Identifiers—353 Project, *Pennsylvania (Pittsburgh)

The Greater Pittsburgh (Pennsylvania) Literacy Council (GPLC) is a volunteer-based literacy council that provides adult basic and literacy education services to the area's citizens. The GPLC conducted an action research project to determine whether adding monthly meetings for professional teaching staff and providing opportunities for interaction with other GPLC staff would result in a teaching staff that was more integrated and more mutually supportive. During the project, the GPLC's four professional teachers met four times. They discussed common issues, participated in problem solving, and shared teaching methods. All teachers were scheduled to attend professional development activities, including at least one group activity. The teachers were interviewed and asked to complete an oral questionnaire six months later. All four teachers valued the teacher meetings enough to continue them for the next contract year. All four teachers stated that they valued the meetings for providing an understanding audience for brainstorming and general commiseration. Three of the four teachers found time for additional professional development activities that allowed for interaction with GPLC staff and other literacy professionals. Three teachers stated that the meetings made them feel less isolated, and two stated that the meetings made them feel much more integrated into the agency. (MN)

ED 440 230   CE 079 977

Nagel, Elaine

Making a Choice between the TABE and the CASAS. Action Research Monograph.

Pub Date—1999-00-00

Note—10p.; In: Action Research Monographs. Complete Set. Pennsylvania Action Research Network, 1998-99. A Section 353 Project of the Pennsylvania Department of Education, Bureau of Adult Basic and Literacy Education. A Learning from Practice Project; see CE 079 962.

Pub Type— Reports - Evaluative (142)

EDRS Price – MF01/PC01 Plus Postage.

Descriptors—Action Research, Administrator Attitudes, Adult Basic Education, Adult Literacy, Adult Students, *High School Equivalency Programs, *Literacy Education, Pilot Projects, Predictor Variables, Pretests Posttests, Program Development, Program Effectiveness, *Standardized Tests, Student Attitudes, *Student Evaluation, Teacher Attitudes, Teacher Researchers, Test Reliability, *Test Selection, Test Validity

Identifiers—353 Project, *Comprehensive Adult Student Assessment System, General Educational Development Tests, Pennsylvania, *Test of Adult Basic Education

For seven years, the Test of Adult Basic Education (TABE) was the primary standardized assessment instrument used by the adult education program of the Midwestern Intermediate Unit IV (MIUIV) of the Pennsylvania Department of Education Bureau of Adult Basic and Literacy Education. While reviewing its current assessment procedures, the MIUIV's quality improvement team determined that the Comprehensive Adult Student Assessment System (CASAS) was identified as an "up and coming" adult assessment that warranted further review. The MIUIV's program improvement team therefore decided to conduct an action research project to choose between the TABE and CASAS as its primary standardized assessment instrument. During the project, two pilot sites in the MIUIV's adult education program used the TABE for four months and then switched to the CASAS for all pre- and posttesting for six months. Compared with the TABE, the CASAS took less time to administer and produced slightly less student test anxiety. Nevertheless, the TABE was deemed the assessment instrument of choice based on the following four factors: ability to predict performance on the General Educational Development test; usefulness in planning individual instruction; ease of scoring and communicating results to students; and

feedback from students, staff, and the program administrator. (MN)

ED 440 231   CE 079 978

Roe, Stuart

Increasing Positive Outcomes in GED Classes through Family Literacy Programs. Action Research Monograph.

Pub Date—1999-00-00

Note—10p.; In: Action Research Monographs. Complete Set. Pennsylvania Action Research Network, 1998-99. A Section 353 Project of the Pennsylvania Department of Education, Bureau of Adult Basic and Literacy Education. A Learning from Practice Project; see CE 079 962.

Pub Type— Reports - Research (143)

EDRS Price – MF01/PC01 Plus Postage.

Descriptors—*Action Research, Adult Basic Education, Adult Educators, Adult Literacy, *Attendance, Comparative Analysis, *Conventional Instruction, Educational Research, *Family Literacy, *High School Equivalency Programs, Literacy Education, Professional Development

Identifiers—353 Project, *General Educational Development Tests, Pennsylvania

The Lycoming County Literacy Project based in Williamsport, Pennsylvania, examined both traditional and family literacy General Educational Development (GED) program participants to determine which programs produce the best results. GED test scores were collected from instructors teaching both traditional and family literacy GED participants. Test score data were not comparable due to the length of the study and participant point of entry. Research showed adult participants in family literacy programs had a higher attendance rate than traditional GED classes. Data collected from study families showed that, while participants in family literacy programs had higher attendance rates overall, there was only a 4 percent increase in the attendance rate between traditional and family literacy GED programs. (YLB)

ED 440 232   CE 079 979

Roles, Stacey

The Benefits of a Tutor Training Manual. Action Research Monograph.

Pub Date—1999-00-00

Note—11p.; In: Action Research Monographs. Complete Set. Pennsylvania Action Research Network, 1998-99. A Section 353 Project of the Pennsylvania Department of Education, Bureau of Adult Basic and Literacy Education. A Learning from Practice Project; see CE 079 962.

Pub Type— Reports - Research (143) — Tests/Questionnaires (160)

EDRS Price – MF01/PC01 Plus Postage.

Descriptors—Action Research, Adult Basic Education, Adult Educators, Adult Literacy, Educational Research, Literacy Education, *Material Development, *Professional Development, Questionnaires, *Teaching Guides, *Tutors, Volunteer Training, Workshops

Identifiers—353 Project

The Lycoming County (Pennsylvania) Literacy Project hosts a tutor training workshop approximately four times per year to certify tutors to teach its learners. Previously, the information provided for the tutors at this workshop consisted of nearly 100 handouts distributed at random. Comments and observations indicated that having such a large amount of information distributed in a disorderly fashion created a problem for both the instructors and the learners at the training workshops. The handouts were revised and compiled with other useful information into a tutor training manual. Results of a survey given to both the instructors and learners indicated the development and implementation of the tutor training manual provided more useful, usable, and comprehensive training for everyone, as compared to simply dispersing handouts. (A questionnaire on the handbook is appended.) (YLB)

ED 440 233   CE 079 980

Hardiman, Sydney Schwartz

Post-Test Learner Evaluation. Action Research Monograph.

Pub Date—1999-00-00

Note—17p.; In: Action Research Monographs. Complete Set. Pennsylvania Action Research Network, 1998-99. A Section 353 Project of the Pennsylvania Department of Education, Bureau of Adult Basic and Literacy Education. A Learning from Practice Project; see CE 079 962.

Pub Type— Reports - Evaluative (142) — Tests/Questionnaires (160)

EDRS Price – MF01/PC01 Plus Postage.

Descriptors—Action Research, Adult Basic Education, Adult Literacy, Adult Students, Aspiration, Evaluation Methods, *Goal Orientation, Literacy Education, Outcomes of Education, *Pretests Posttests, Program Effectiveness, Questionnaires, Student Educational Objectives, Student Motivation, Teaching Methods, *Test Construction, *Test Validity

Identifiers—353 Project, *Greater Pittsburgh Literacy Council PA, Pennsylvania (Pittsburgh)

A 5-month project was conducted by the Greater Pittsburgh Literacy Council (GPLC) to develop a better posttest to evaluate student goals and their tutoring experience after they had worked with a volunteer tutor for approximately 50 hours. During the project, the existing evaluation form was reviewed, and a new one-page posttest evaluation sheet was created. It was hoped that the student answers collected from the new form would be longer and more in-depth and that they would reveal more information about students' achievements and completed goals, their future goals, and their problems with their tutors or any other obstacles preventing them from completing the literacy program. Four area coordinators used the new form for posttesting during the project. Results of the project showed that the new form elicited a greater quantity and higher quality of answers when the students were asked about their accomplishments and whether they now had any new goals. The form was less successful in uncovering problems in the tutoring sessions or in the students' lives, in part because the questions were not open-ended enough. The project concluded that the form is an improvement but still needs further refinement with more input from other staff members. (KC)

ED 440 234   CE 079 981

Shenk, Timothy

Teaching Grammar in an ESL Classroom. Action Research Monograph.

Pub Date—1999-00-00

Note—30p.; In: Action Research Monographs. Complete Set. Pennsylvania Action Research Network, 1998-99. A Section 353 Project of the Pennsylvania Department of Education, Bureau of Adult Basic and Literacy Education. A Learning from Practice Project; see CE 079 962.

Pub Type— Reports - Research (143) — Tests/Questionnaires (160)

EDRS Price – MF01/PC02 Plus Postage.

Descriptors—Action Research, Adult Basic Education, Adult Literacy, Conversational Language Courses, *English (Second Language), *Grammar, Literacy Education, *Outcomes of Education, Pretests Posttests, *Program Effectiveness, *Second Language Instruction, *Teaching Methods

Identifiers—353 Project, Pennsylvania (Lancaster)

A study investigated the teaching of grammar in an advanced English as a Second Language (ESL) class in Lancaster, Pennsylvania. For a week, the instructor taught the students on the topic of comparatives, superlatives, and equatives. The instructor gave a written pretest, posttest, and a delayed posttest to the whole class of 15-25 immigrants and refugees aged 17-70 and a delayed posttest in oral form to five students. Results of the posttests showed at least modest improvements in all students. Even when students did not retain all the grammatical structures, it was evident that they were working to incorporate the forms into their oral language. The instructor concluded that it was productive to teach grammar in class, even if the lesson seemed confusing to students when it was taught. It was suggested that research be conducted

at 6 months to determine how much of the lesson students retain at that point. Appendices contain the written first posttest and the oral test grading sheet. (KC)

ED 440 235   CE 079 982

Snider, Sue

Developing an Intense Goal-Setting Portion of Student Orientation. Helping Students To Focus on Their Goals and Remain with GPLC Until Those Goals Are Achieved. Action Research Monograph.

Pub Date—1999-00-00

Note—26p.; In: Action Research Monographs. Complete Set. Pennsylvania Action Research Network, 1998-99. A Section 353 Project of the Pennsylvania Department of Education, Bureau of Adult Basic and Literacy Education. A Learning from Practice Project; see CE 079 962.

Pub Type— Reports - Research (143) — Tests/Questionnaires (160)

EDRS Price – MF01/PC02 Plus Postage.

Descriptors—Action Research, Adult Basic Education, Adult Literacy, Adult Students, Aspiration, *Goal Orientation, Literacy Education, Outcomes of Education, *Program Development, *Program Effectiveness, *Student Educational Objectives, *Student Motivation, Teaching Methods, *Values Clarification

Identifiers—353 Project, *Greater Pittsburgh Literacy Council PA, Pennsylvania (Pittsburgh)

The Greater Pittsburgh Literacy Council (GPLC) conducts an urban, volunteer-based literacy tutoring program for adults that emphasizes goal setting. The council believes that students entering the literacy program should understand why they are there, what GPLC can do for them, and how they can apply themselves to get the maximum benefit from their tutoring sessions. Following interviews with 15 randomly-selected students about the council's orientation program, a new orientation segment dedicated to goal setting was developed. The new segment included more in-depth handouts and an interactive section. During the 2 months during which this segment was developed, notes were taken on students' reactions; and 37 randomly-chosen students were asked five questions each about goal setting during their initial interview as they entered the program. It was determined that although many students already had made their mind up as to what goals they should pursue, an overwhelming number of students found the handouts to be very helpful in deciding what their goals were going to be. As a result, the goal-setting portion of the orientation will be retained and emphasized, and new handouts will be added occasionally to keep the program fresh. (KC)

ED 440 236   CE 079 983

Taylor, Valorie

One-Size-Fits-All vs. Pick-and-Choose Format. Action Research Monograph.

Pub Date—1999-00-00

Note—19p.; In: Action Research Monographs. Complete Set. Pennsylvania Action Research Network, 1998-99. A Section 353 Project of the Pennsylvania Department of Education, Bureau of Adult Basic and Literacy Education. A Learning from Practice Project; see CE 079 962.

Pub Type— Reports - Research (143) — Tests/Questionnaires (160)

EDRS Price – MF01/PC01 Plus Postage.

Descriptors—Action Research, Adult Basic Education, *Adult Literacy, Adult Students, Aspiration, Employment Potential, Employment Programs, Goal Orientation, *Individual Development, *Individualized Instruction, Job Search Methods, Job Skills, Literacy Education, Outcomes of Education, Program Development, Program Effectiveness, *Student Motivation, *Teaching Methods

Identifiers—353 Project, Pennsylvania

The majority of employment and training programs are designed as one-size-fits-all, leaving approximately 85 percent of participants unsatisfied, unmotivated, or forced back into a job with no chance of advancement. In targeting a clientele of

single parents and dislocated workers, an action research project, called Chance to Advance, conducted in Pennsylvania, provided an opportunity for participants to select instruction according to their individual needs. At the start of the program, participants were tested to determine academic skill levels and intervention needs. The 10 program participants were empowered by the use of supportive techniques customized to fit their aspirations so that they could evaluate their current skill levels and the needs of the labor market and current career fields. Less time was spent on instruction, with increased time spent on helping participants locate employment in line with their skills, knowledge, and goals. Data collected through testing, surveys, and interviews showed that participants enrolled in Chance to Advance had been unaware of their reading and mathematics skills problems and of how important these skills are to job success. Halfway through the 12-week program, participants submitted suggestions, such as having more class time, and others said that the instruction provided has been essential to a successful job hunt. Further research on the individualized format with a larger group was suggested. (KC)

ED 440 237   CE 079 984

Urey, Donna

Redesigning the Current Student Tracking Form. Action Research Monograph.

Pub Date—1999-00-00

Note—16p.; In: Action Research Monographs. Complete Set. Pennsylvania Action Research Network, 1998-99. A Section 353 Project of the Pennsylvania Department of Education, Bureau of Adult Basic and Literacy Education. A Learning from Practice Project; see CE 079 962.

Pub Type— Reports - Descriptive (141) — Tests/Questionnaires (160)

EDRS Price – MF01/PC01 Plus Postage.

Descriptors—Action Research, Adult Basic Education, Adult Literacy, *Data Collection, Demonstration Programs, *Educational Assessment, Evaluation Criteria, Evaluation Methods, *Followup Studies, *Literacy Education, Measurement Techniques, Outcomes of Education, Questionnaires, *Student Evaluation

Identifiers—353 Project, Pennsylvania

A project was conducted to redesign the Pennsylvania Department of Education (PDE) Bureau of Adult Basic and Literacy Education required student tracking form to provide for better student tracking. The Student Intake and Data form supplied by the PDE from program year 1996-97 was used as a point of comparison, and evaluations of this form by teachers and counselors were used as a starting point. In addition, formats from other agencies were reviewed to determine how they collect student data. As a result, suggestions and comments made and data from these forms were used to create a new form that has significantly improved accuracy in data input and has enabled student information to be entered in a much more timely manner. (The original and the redesigned student tracking forms are included in this report.) (KC)

ED 440 238   CE 079 985

Zangari, Lora

Conversation Partners: Work in Progress. Action Research Monograph.

Pub Date—1999-00-00

Note—19p.; In: Action Research Monographs. Complete Set. Pennsylvania Action Research Network, 1998-99. A Section 353 Project of the Pennsylvania Department of Education, Bureau of Adult Basic and Literacy Education. A Learning from Practice Project; see CE 079 962.

Pub Type— Reports - Research (143) — Tests/Questionnaires (160)

EDRS Price – MF01/PC01 Plus Postage.

Descriptors—Action Research, Adult Basic Education, Adult Literacy, *Conversational Language Courses, Educational Change, *English (Second Language), Literacy Education, Program Effectiveness, Questionnaires, *Second

Language Instruction, *Teaching Methods, Volunteers
Identifiers—353 Project, Pennsylvania

The International English Training for Adults Program is an intensive ESL (English as a Second Language) program for foreign students. Students in the program take 18 hours of classes per week, including Conversation Partners, a 3-hour course designed to give students an opportunity to practice using English with Americans in a structured, low-risk environment. Students meet for 1 or 2 hours a week with volunteer conversation partners, using suggested discussion topics for which students must prepare. Students are expected to keep a journal in which they write about what they talked about, what they learned, and what language problems they encountered during each meeting with their partners. They also tape record each meeting and write weekly in their journals about what they learn from listening to their tapes. A study was conducted with the Lancaster-Lebanon (Pennsylvania) International English Training for Adults Program, in Millersville, Pennsylvania, to improve the design of the Conversation Partners course by adding a structure that would foster learning autonomy and improve speaking and listening skills. The structure added was designed to develop language learning strategy awareness, increase the use of strategies, and encourage learners to seek new and different ways to enhance their own language learning experiences. Data collected after less than 2 months suggest that each participant met with some level of success, especially as they became more familiar with implementing the structure. Further research is needed, however, because the study was so brief. (KC)

ED 440 239   CE 079 989
Bartik, Timothy J.
Employment as a "Solution" to Welfare: Challenges over the Next Ten Years.
Upjohn (W.E.) Inst. for Employment Research, Kalamazoo, MI.
Spons Agency—Russell Sage Foundation, New York, NY.; Rockefeller Foundation, New York, NY.
Report No.—ISSN-1075-8445
Pub Date—2000-04-00
Note—5p.
Available from—W.E. Upjohn Institute for Employment Research, 300 South Westnedge Avenue, Kalamazoo, MI 49007. Tel: 616-343-4330; Fax: 616-343-7310; E-mail: publications@we.upjohninst.org, For full text: http://www.upjohn.org.
Journal Cit—Employment Research; v7 n1 p1-4 Apr 2000
Pub Type— Journal Articles (080) — Opinion Papers (120)
EDRS Price – MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—Adult Education, *Employment Services, Federal Aid, Futures (Of Society), Government Role, *Job Placement, *Job Training, Labor Force Development, Public Policy, State Aid, Wages, *Welfare Recipients
Identifiers—*Welfare Reform, *Welfare to Work Programs

Recent reforms assume that welfare recipients can achieve employment if welfare agencies just give them a "push". Over the next ten years, the "employment solution" to welfare faces the following three challenges: (1) employing all employable welfare recipients; (2) helping them get and keep good jobs; and (3) reconstructing a safety net for those who cannot work. When a recession occurs, policies should limit the damage to the poor by expanding funding for welfare and jobs creation. Examples are provided of programs that enhance labor demand for welfare recipients, provide extra support for increased labor supply of welfare recipients, and more aggressively link labor demand and supply. The article advocates policies to increase job retention, training programs to increase wages, and suggests a disability program as a safety net. Political realities suggest that an employment policy for welfare recipients must be part of overall employment policies that benefit all Americans

who have irregular jobs or low pay. (Contains 21 references.) (YLB)

ED 440 240   CE 079 990
Karl, Jane Wood Karl, Luis C.
An Experimental Design Survey of Attitude Changes towards Education by At-Risk Students Placed in an Alternative High School Program.
Pub Date—2000-02-00
Note—60p.; Practicum paper, Nicolet Area Technical College, Rhinelander, WI.
Pub Type— Dissertations/Theses - Practicum Papers (043)
EDRS Price – MF01/PC03 Plus Postage.
Descriptors—Adult Basic Education, Adult Literacy, Attitude Change, Dropout Prevention, *Educational Attitudes, *High Risk Students, *High School Students, *Literacy Education, Nontraditional Education, *Outcomes of Education, Program Effectiveness, *Student Attitudes, Teacher Influence, Teacher Student Relationship, Time Factors (Learning)

A study was conducted to determine whether the adult basic education environment improved the educational outlook of at-risk students. The research was conducted using a 25-question survey with 100 students enrolled in the Nicolet College Alternative High School program for at-risk students in northern Wisconsin, from January through December 1998. The study was designed as a pretest-posttest to ascertain student's attitudes toward education at the beginning and the end of their enrollment in an alternative high school program that was conducted similarly to adult literacy programs. The survey results indicated an improvement in student attitudes regarding education in alternative high school programs. The study concluded that attitudes of at-risk students can improve through attendance in alternative high school programs with more teacher-student contact than traditional high school programs. It was recommended that at-risk students be given more opportunities to enroll in alternative high school programs. The student attitude questionnaire is appended to the report. (Contains 20 references.) (KC)

ED 440 241   CE 079 991
Willis, Sherry L., Ed. Reid, James D., Ed.
Life in the Middle: Psychological and Social Development in Middle Age.
Report No.—ISBN-0-12-757230-9
Pub Date—1999-00-00
Note—304p.
Available from—Academic Press, 525 B Street, Suite 1900, San Diego, CA 92101-4495. ($59.95). Web site: http://www.apnet.com.
Pub Type— Books (010) — Collected Works - General (020)
Document Not Available from EDRS.
Descriptors—*Adult Development, Adult Education, Aging (Individuals), Cardiovascular System, Diseases, *Females, *Middle Aged Adults, *Midlife Transitions, *Physical Health, Sex Differences, Sex Role, *Sexual Identity, Social Development

This textbook consolidates main findings across disciplines about individuals' development during the middle years. Twelve chapters are organized into three parts. The first three chapters explore development from the perspective of a historical/cultural period and within the context of dynamic social change and looks at theories of identity and personality functioning in middle age: "Midlife Development in a Life Course Context" (Phyllis Moen, Elain Wethington); "The Development of Self in Midlife" (Susan Krauss Whitbourne, Loreen Angiullo Connolly); and "The Midlife Crisis Revisited" (Stanley D. Rosenberg, et al.). The next three chapters include issues of physical health: "Health and Disease in Midlife" (Susan S. Merrill, Lois M. Verbrugge); "Women's Health at Midlife" (Nancy E. Avis); and "Cardiovascular Health: A Challenge for Midlife" (Ilene C. Siegler). The last six chapters focus on psychological and social functioning, including subjective well-being, issues of autonomy and control, gender, cognitive development, and occupational functioning: "Psychological Well-Being in Midlife" (Corey Lee M. Keyes, Carol

D. Ryff); "The Sense of Control in Midlife" (Margaret Clark-Plaskie, Margie E. Lachman); "Gender Roles and Gender Identity in Midlife" (Margaret Hellie Huyck); "Intellectual Functioning in Midlife" (Sherry L. Willis, K. Warner Schaie); "A Life-Span Framework for Assessing the Impact of Work on White-Collar Workers" (Bruce J. Avolio, John J. Sosik); and "Middle Age: New Thoughts, New Directions" (James D. Reid, Sherry L. Willis). Author and subject indexes are appended. (YLB)

ED 440 242   CE 079 992
Postsecondary Education Undergoes Growth and Evolution.
National Alliance of Business, Inc., Washington, DC.
Pub Date—2000-02-00
Note—10p.
Available from—National Alliance of Business, 1201 New York Avenue, NW, Washington DC 20005. Tel: 800-787-1212; Fax: 202-289-2869; E-mail: info@nab.com; Web site: http://www.nab.com.
Journal Cit—Workforce Economics Trends; Feb 2000
Pub Type— Collected Works - Serials (022) — Numerical/Quantitative Data (110)
EDRS Price – MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—Colleges, Continuing Education, *Distance Education, Enrollment Rate, *Enrollment Trends, *Higher Education, *Labor Force Development, *Minority Groups, Student Characteristics, Universities

Since the 1970s, enrollment at higher education/postsecondary institutions increased steadily; this rise helped reshape the higher education landscape. A higher proportion of high school graduates attended colleges and universities, and the institutions evolved and changed through a more diverse student body with shifting priorities in academic and career goals. Two-thirds of high school graduates entered college upon graduation in 1997 compared to less than half of all high school graduates in 1979. Enrollment at higher education institutions increased 30 percent between 1975-96, principally in public and private four-year colleges and public two-year colleges. Public and private four-year universities experienced relatively slow enrollment growth for the same period. Increased enrollment in postsecondary institutions mirrored population growth trends. The 10 states with the largest percentage increase in enrollments were located in the high growth areas of the Western and Southern United States. Increased access led to increased diversity. Between 1976-96, minority enrollments rose 114 percent. The proportion of institutions offering distance education increased from 33 to 44 percent; enrollment in distance education courses jumped 117 percent between 1994-95 and 1997-1998. More than half of adults with at least some college experience or with household incomes of $50,000 or more participated in continuing education. (YLB)

ED 440 243   CE 079 994
Skills Certificates Signal Competencies in a Demand-Driven Economy.
National Alliance of Business, Inc., Washington, DC.
Report No.—ISSN-0740-4077
Pub Date—2000-03-00
Note—10p.
Available from—National Alliance of Business, 1201 New York Avenue, NW, Washington DC 20005. Tel: 800-787-1212; Fax: 202-289-2869; E-mail: info@nab.com; Web site: http://www.nab.com.
Journal Cit—WorkAmerica; v17 i3 Mar 2000
Pub Type— Collected Works - Serials (022)
EDRS Price – MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—Community Colleges, Coordination, *Educational Certificates, Educational Cooperation, Educational Trends, *Job Skills, Job Training, Labor Force Development, Needs Assessment, *Partnerships in Education, Postsecondary Education, *School Business Rela-

tionship, Skill Development, Standards, *Student Certification

This issue focuses on the National Alliance of Business's work with employers to sort out how certificates can most effectively indicate workplace skills and requirements and confirm that certified individuals possess them. "Skills Certificates Signal Competencies in a Demand-Driven Economy" discusses the needs to which certificates respond; how the certificate trend is changing the profile of "educated" workers and the sum and substance of education and training; the quality of the knowledge and skills that certificates represent; "stackable" credentials; traditional education as a demand-driven system; and a model that relies on K-12 achievement. "Viewpoint" (Bruce D. Keener) considers how crucial certificates are in helping the labor market move at the speed of business. "Together, Businesses, Training Providers Set Standards for Skills Certificates" describes cooperation among the business community, community colleges, and workforce to supply skilled workers and "coopetition," in which companies compete for customers, but collaborate on standards for training and on ways to credential and certify job skills. "Certificates Make Community Colleges a Hot Spot in Skills Training" sees community colleges as natural partners for businesses and industries seeking to build a supply chain of workers, and advocates starting programs only if business and industry generate a need and using technology to assess competencies. (YLB)

ED 440 244   CE 079 995

Alden, John

Just-in-Time Employees: UPS and the Knowledge Supply Chain. Tomorrow's Workplace Today: Profiles of Excellence in Business Leadership, Volume 1, Number 1.

National Alliance of Business, Inc., Washington, DC.

Pub Date—1999-01-00

Note—13p.; Based on a speech given at the Annual Meeting of the National Alliance of Business (30th, Washington, DC, October 1998).

Available from—National Alliance of Business, 1201 New York Avenue, NW, Washington, DC 20005. Tel: 800-787-1212 (Toll Free); Fax: 202-289-2869; e-mail: info@nab.com; Web site: http://www.nab.com.

Pub Type— Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price – MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Education Work Relationship, Job Skills, Job Training, *Labor Force Development, *Labor Needs, *Labor Supply, *Partnerships in Education, Postsecondary Education, Program Development, Program Implementation, Public Agencies, School Business Relationship, Secondary Education, *Welfare Recipients

Identifiers—United Parcel Service

All businesses are grappling with knowledge networks—finding the right employees at the right time with the right knowledge and skills. The National Alliance of Business, MIT, and others have been working on an intriguing way to look at labor supply and demand issues called knowledge supply chain management. UPS (United Parcel Service) manages the knowledge supply chain through front-line and management training efforts and programs and tools like school-to-work, welfare-to-work, and community involvement. Each member of the knowledge supply chain—employers, colleges, trade schools, secondary schools, trainers, community groups, and government agencies—plays a role in the process of developing qualified workers, on both the demand and supply side of the equation. Under this framework, the labor market changes from one where educators push people out into the work world, regardless of their skills, to one where employers reach into the system to pull out people with the skills that better prepare them for personal and economic success. An UPS school-to-work program that deals with the front end of the supply chain has enrolled over 1,000 high school students. UPS has established welfare-to-work programs in conjunction with local governments in 40

locations across the country and helped more than 10,400 people from welfare to the workplace since January 1997. Two areas of training and development are especially critical to UPS: (1) technology training of front-line workers; and (2) development of managers and supervisors. (YLB)

ED 440 245   CE 079 996

Hirsch, Barry

The Relative Compensation of Part-Time and Full-Time Workers.

Employment Policies Inst., Washington, DC.

Pub Date—2000-04-00

Note—56p.

Pub Type— Reports - Research (143)

EDRS Price – MF01/PC03 Plus Postage.

Descriptors—Adult Education, Comparative Analysis, Females, *Geographic Location, Human Capital, *Individual Characteristics, *Job Skills, Longitudinal Studies, Males, Outcomes of Education, *Part Time Employment, Salaries, *Salary Wage Differentials, Sex Differences, Wages

A study examined the role of worker-specific skills, occupational skill requirements, and job working conditions on the part-time/full-time wage differential. Analysis of research found that part-time employment was concentrated among jobs requiring a lower skill level and that measurable personal and location characteristics accounted for a large portion of wage differences. Relatively standard log wage regressions were estimated; wages for part- and full-time workers with the same measured characteristics were compared; part-and full-time workers with similar characteristics and working in similar jobs were compared; and longitudinal analysis measured wage changes for individuals as they moved from part- to full-time work, or vice versa. Data were from the Current Population Survey Outgoing Rotation Group earnings files for January 1989-December 1997. Analysis showed about two-thirds of the part-time wage disadvantage can be accounted for by measurable differences in workers and jobs. Much of the remaining differential reflected unmeasured worker-specific skills and tastes, as captured through longitudinal analysis. Most of the rather sizable part-time wage disadvantage results from differences between workers' job characteristics, preferences, and most importantly, accumulated worker skills. (Appendixes contain construction of the longitudinal database, 17 endnotes, 35 references, 7 tables, and 4 figures.) (YLB)

ED 440 246   CE 079 997

Blunt, Adrian

Literacy Research and Policy Development: Mapping the Dominant Discourses.

Pub Date—2000-03-00

Note—17p.; Paper presented at the Annual Meeting of the Western Research Network on Education and Training (4th, Vancouver, British Columbia, Canada, March 24-25, 2000).

Available from—For full text: http://www.educ.ubc.ca/wrnet/Conf2000/AbsBlunt.htm.

Pub Type— Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price – MF01/PC01 Plus Postage.

Descriptors—Adult Basic Education, Adult Literacy, *Educational Attitudes, *Educational Policy, Educational Practices, *Educational Research, Foreign Countries, *Literacy Education, Outcomes of Education, *Policy Formation

Identifiers—Canada

Discourse analysis reveals how the meanings of literacy are both socially produced and variable between different discourses. A recent consultation with researchers is used to demonstrate how the outcomes were influenced by the discourses of participants and organizers. An argument is made to establish a literacy discourse analysis tradition to make effective use of existing knowledge, to assist those without a policy voice to be heard at the table, and to democratize and legitimize policy development processes. In particular, public literacy policy needs to address a broader range of needs than the technical-rational needs of the labor market and the economy. (Contains 13 references.) (Author/KC)

ED 440 247   CE 080 001

Fletcher, Mick Boney, Charles

The Challenge to Sixth Form Funding: An Introduction to Government Proposals To Change the Way Sixth Forms Are Funded.

Further Education Development Agency, London (England).

Report No.—ISBN-1-85338-530-1

Pub Date—2000-00-00

Note—24p.

Available from—Further Education Development Agency, Citadel Place, Tinworth Street, London SE11 5EH, United Kingdom (5 British pounds). Tel: 020 7840 5302/4; Fax: 020 7840 5401; e-mail: publications@feda.ac.uk.

Pub Type— Reports - Evaluative (142)

EDRS Price – MF01/PC01 Plus Postage.

Descriptors—Case Studies, Educational Equity (Finance), *Educational Finance, Educational Policy, *Finance Reform, *Financial Policy, Financial Support, Foreign Countries, Government Role, *Government School Relationship, Models, Pilot Projects, *Policy Formation, Postsecondary Education, Program Costs, Public Policy, *Vocational Education

Identifiers—*United Kingdom

This document, which is intended for senior staff at the United Kingdom's further education (FE) colleges, examines the content and possible impact of recent government proposals to change how school sixth forms are funded. The following are among the topics discussed in sections 1-8: (1) reasons underlying the talk about change; (2) existing funding policies for the entry and on-programme phases and funding related to learners' achievements; (3) lessons schools can learn from FE (retention, achievement, and guidance; tariff farming; narrowing participation); (4) lessons schools can learn from the pilot schemes run by various local education authorities (LEAs); (5) implications of a new approach for LEAs; (6) two possible ways funds for school sixth forms could be decided (LEAs would continue to decide funding or the Learning and Skills Council would fund LEAs); (7) a possible model for a new approach and case studies illustrating the model's impact at three hypothetical schools; and (8) ways schools can best meet the challenge of funding reform (implications for senior management teams and governors, implications for school practice, implications for parents and students). Appended are spreadsheets showing the calculations underpinning the figures provided in the case studies. (MN)

ED 440 248   CE 080 002

Peeke, Graham

Issues in Continuing Professional Development: Towards a Systematic Framework.

Further Education Development Agency, London (England).

Report No.—ISBN-1-85338-536-0

Pub Date—2000-00-00

Note—9p.

Available from—Further Education Development Agency, Citadel Place, Tinworth Street, London SE11 5EH, United Kingdom (3 British pounds). Tel: 020 7840 5302/4; Fax: 020 7840 5401; e-mail: publications@feda.ac.uk.

Pub Type— Reports - Descriptive (141)

EDRS Price – MF01/PC01 Plus Postage.

Descriptors—Academic Standards, Administrators, *Adult Educators, Definitions, *Delivery Systems, Education Work Relationship, Educational Needs, Employment Qualifications, Foreign Countries, Individual Development, Informal Education, Lifelong Learning, *Management Development, Needs Assessment, Organizational Development, Postsecondary Education, *Professional Continuing Education, *Professional Development, Staff Development, *Systems Approach, Teacher Improvement

Identifiers—Learning Organizations, *United Kingdom

In the context of the United Kingdom's further education (FE) system, continuous professional development (CPD) can be considered to include study for further qualifications and formal and informal in-college development programs. The

tradition has been for teachers to determine their own development. In situations where resources to support development are scarce, however, it becomes more important to ensure that CPD responds to the needs of the organization. A systematic framework for CPD of FE teachers and managers is needed. It could consist of three stages as follows: (1) required updating in areas covered by initial qualifications where knowledge and practice moves on and required acquisition of skills and knowledge for those who have changed roles or assumed additional roles; (2) development routes for those who wish to continue developing their teaching role (by specializing or becoming "expert" teachers) and for those teachers who wish to develop as managers; and (3) required training or qualification of principals. Established qualifications, such as advanced certificates, diplomas, and CPD awards, can play an important part in CPD. Standards can inform the development of qualifications and set expectations with regard to designing CPD activities, constructing individual development plans, and assisting in informal learning. (MN)

ED 440 249   **CE 080 003**

Hughes, Chris

It's the Economy, Stupid! Re-Thinking Learning and Skills.

Further Education Development Agency, London (England).

Pub Date—2000-02-07

Note—29p.; Abridgement and transcript of a speech made at a Royal Society of Arts (RSA) Oxford, Cambridge, and RSA Examinations (OCR) lecture (February 7, 2000).

Available from—Further Education Development Agency, Citadel Place, Tinworth Street, London SE11 5EH, United Kingdom. Tel: 020 7840 5302/4; Fax: 020 7840 5401; e-mail: publications@feda.ac.uk. For full text: http://www.feda.ac.uk.

Pub Type— Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price – MF01/PC02 Plus Postage.

Descriptors—Change Strategies, *Delivery Systems, *Economics, *Education Work Relationship, Educational Change, Educational Demand, Educational Needs, Educational Objectives, Educational Planning, Foreign Countries, Government Role, Government School Relationship, *Job Training, Lifelong Learning, Needs Assessment, Position Papers, Postsecondary Education, *School Business Relationship, Systems Approach, Teacher Role, *Vocational Education

Identifiers—Educational Marketing, *England, Europe, Global Economy

In England, vocational education and training (VET) does not exist as an institutionalized system as in Europe, where specialist institutions are tied to vocational qualifications, the labor market, and long-term objectives. Education has purposes other than to provide a skilled work force for the economy. However, the relationship between education and the economy remains vital because economies depend on individuals' ability to transform new knowledge into the innovations that generate new businesses and new jobs. Education for economic purposes must provide for increased productivity; deal with new technology and new skills; show how to exploit technology and knowledge; and provide training for innovation, evolution, and changing know-how. Vocational training providers must be viewed as informed providers with their own intelligent analysis of labor markets, skills development, and economic trends in their area. The state's role in reforming VET should be more strategic than tactical; it should set the framework. The new framework that the government is proposing for VET is an opportunity to contemplate expert, modern, front-line skills delivery by providers whose core business is learning and work, providing the just-in-time skills solutions for businesses facing intense and shifting pressures. (The complete transcript of this speech is included.) (MN)

ED 440 250   **CE 080 007**

Scharfenberg, Murray Arthur

Attitudes of New High School Graduates toward Apprenticeship Careers as First Choice Vocations.

Pub Date—2000-00-00

Note—151p.; Master's Thesis, University of Alberta, Edmonton.

Pub Type— Dissertations/Theses - Masters Theses (042) — Tests/Questionnaires (160)

EDRS Price – MF01/PC07 Plus Postage.

Descriptors—*Apprenticeships, *Career Choice, Foreign Countries, Graduate Surveys, *High School Graduates, High Schools, Questionnaires, Student Attitudes

Identifiers—*Alberta

The attitudes of new high school graduates toward apprenticeship careers as first-choice vocations were examined in a survey of 70 students who were randomly selected from the graduating classes of 5 high schools in northeastern Alberta. Twenty students participated in focus group interview sessions, and 50 students completed questionnaires. Twenty-eight positive and 19 negative attitudes influencing respondents' career choice were identified. The following factors appeared to have the biggest influences on respondents' career choice: interest, money, and amount of schooling required. The respondents appeared to have devoted little research or time to their career decisions, and most had little or no knowledge, awareness, or interest in the career opportunities available through apprenticeship training. It was suggested that the academic versus vocational paradigm that has influenced the decision-making process in Alberta's schools for many years is the primary reason for students' general lack of awareness of apprenticeship careers. (Twenty-one tables/figures are included. The bibliography contains 50 references. Appended are the following: table detailing trades and occupations by designation status in Alberta; Alberta high school diploma graduation requirements; compulsory and optional certification trades; letters of invitation and consent to participate in the study; ethics review; participant information sheet; and the research study questionnaire.) (MN)

ED 440 251   **CE 080 010**

Kerka, Sandra

Parenting and Career Development. ERIC Digest No. 214.

ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, OH.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No. —EDO-CE-00-214

Pub Date—2000-00-00

Contract—ED-99-CO-0013

Note—4p.

Available from—For full text: http://www.ericacve.org/fulltext.asp.

Pub Type— ERIC Publications (071) — ERIC Digests in Full Text (073)

EDRS Price – MF01/PC01 Plus Postage.

Descriptors—Adult Education, *Career Development, Career Education, Career Exploration, Educational Research, Elementary Secondary Education, Family Involvement, *Family Life, *Parent Child Relationship, *Parent Influence, *Parenting Skills

Identifiers—ERIC Digests, *Family Functioning, *Parenting Styles

Research indicates that parenting styles, family functioning, and parent-child interaction influence career development. The authoritative parenting style is associated with self-confidence, persistence, social competence, academic success, and psychosocial development; parents provide a warm family climate, set standards, and promote independence and more active career exploration by children results. Family functioning has a greater influence on career development than family structure or parents' educational and occupational status. Parental support and guidance can include specific career or educational suggestions and experiences that indirectly support career development. Interactions between parents and children and among siblings are a powerful influence and include positive or negative behaviors. Parents' influence on career

development stems from the continuous process of relationship with their children. A proactive family interaction style contributes significantly to career readiness. Using an authoritative parenting style, proactive parents help children learn to be autonomous and successful in shaping their own lives. Findings suggest career counselors and educators should shift the focus from the individual to the family system; develop a new and richer view of parent involvement in schools; help families become more proactive; and consider ways of duplicating helpful types of family functioning in schools. (Contains 16 references.) (YLB)

ED 440 252   **CE 080 011**

Wonacott, Michael E.

Preparing Limited English Proficient Persons for the Workplace. ERIC Digest No. 215.

ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, OH.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No. —EDO-CE-00-215

Pub Date—2000-00-00

Contract—ED-99-CO-0013

Note—4p.

Available from—For full text: http://www.ericacve.org/fulltext.asp.

Pub Type— ERIC Publications (071) — ERIC Digests in Full Text (073)

EDRS Price – MF01/PC01 Plus Postage.

Descriptors—Adult Education, Bilingual Education, *English (Second Language), *Federal Legislation, Immersion Programs, *Job Training, Labor Force Development, *Limited English Speaking, *Literacy Education, Multicultural Education, Second Language Instruction, *Teaching Methods, Vocational Education, Vocational English (Second Language), Workplace Literacy

Identifiers—Carl D Perkins Vocational Technical Educ Act 1998, ERIC Digests, Workforce Investment Act 1998

This digest describes cultural considerations and effective approaches for limited English proficient (LEP) individuals' workforce development, including the impact of recent training legislation. LEP persons often come from both a different language background and a very different cultural background; so English-language instruction must provide cultural and linguistic orientation. Four specific cultural factors may influence learner and teacher in the classroom: roles of learners and teachers; gender-related issues; appropriate topics for instruction; and appropriate behavior at school. One set of instructional approaches is used to provide English-language instruction: English as a second language (ESL), vocational ESL, and workplace literacy programs. Approaches to content-area instruction are bilingual/bicultural education, multilingual/multicultural approaches, "sheltered" content instruction, immersion, and submersion. Changes under the 1998 Perkins Act are provisions balancing greater state flexibility in administering, allocating federal funds with greater accountability for results, and allowing state and local agencies and programs increased flexibility. Given the Workforce Investment Act's (WIA's) recognition of the need for basic literacy, recurring aspects of the WIA system could be of benefit to LEP individuals, including Core Services and Training Services. (Contains 16 references.) (YLB)

ED 440 253   **CE 080 012**

Imel, Susan

Welfare to Work: Considerations for Adult and Vocational Education Programs. ERIC Digest No. 216.

ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, OH.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No. —EDO-CE-00-216

Pub Date—2000-00-00

Contract—ED-99-CO-0013

Note—4p.

Available from—For full text: http://www.eri-

cacve.org/fulltext.asp.
Pub Type— ERIC Publications (071) — ERIC Digests in Full Text (073)
EDRS Price – MF01/PC01 Plus Postage.
Descriptors—Adult Education, Economically Disadvantaged, Education Work Relationship, Educational Research, *Employment Programs, Federal Legislation, Guidelines, Job Search Methods, *Job Training, Labor Force Development, Outcomes of Education, *Program Development, *Role of Education, *Welfare Recipients
Identifiers—ERIC Digests, *Personal Responsibility and Work Opp Recon Act, Temporary Assistance for Needy Families, *Welfare to Work Programs
The passage of the Personal Responsibility and Work Opportunity Reconciliation Act (PRWORA) in 1996 has ushered in a new era of welfare reform. A work-first approach emphasizes self-sufficiency designed to move welfare recipients into the workforce as quickly as possible. The first of two issues related to the current context of welfare-to-work programming is legislation and policy. Temporary Assistance for Needy Families created by PRWORA has established greater work requirements for all parents and placed a 5-year lifetime limit on receiving aid. Assumptions underlying the legislation, including those in the words "personal responsibility," imply that poverty and joblessness result from individuals' failure to act on opportunities and that a lack of literacy and basic skills leads to unemployment. The second issue is that education's role in the work-first environment has been de-emphasized and its focus shifted from preparing people for jobs to providing training concurrent with jobs. Research suggests welfare-to-work programs that combine job-search assistance with education and training are more successful. The following are guidelines for welfare-to-work program development: collaborate with local agencies; focus on training for jobs with potential in the local labor market; include a combination of academic and occupational learning experiences designed to lead to further education and training; attend to instruction; and work to change current policies. (Contains 10 references.) (YLB)

ED 440 254   **CE 080 013**
D'Amico, Deobrah
Politics, Policy, Practice and Personal Responsibility: Adult Education in an Era of Welfare Reform. NCSALL Reports #10A.
National Center for the Study of Adult Learning and Literacy, Boston, MA.
Pub Date—1999-04-00
Note—25p.
Pub Type— Opinion Papers (120)
EDRS Price – MF01/PC01 Plus Postage.
Descriptors—Adult Basic Education, Economic Factors, Economically Disadvantaged, *Education Work Relationship, *Educational Objectives, Equal Education, *Equal Opportunities (Jobs), *Literacy Education, Outcomes of Education, Poverty, *Public Policy, Unemployment, Welfare Recipients, Welfare Services
Identifiers—*Welfare to Work Programs
The relationship of literacy to work should be considered in terms of the political and economic conditions that structure the experiences of the working and non-working poor with respect to education and work. Research shows welfare-to-work programs constitute behavioral solutions to what are structural economic problems; literacy alone cannot easily or often overcome effects of class, race, and gender on access to education and job opportunities; part of the difference in training and career paths lies in social networks accessible to individuals of different class and race status; and the problem of welfare dependency is a labor market structure problem. The policy assumption that individuals need education and training to prepare for the existing job market, from which most funding proceeds, leaves out the class, race, and gender dynamics of the labor market and questions about job availability, pay, type of employment, and hiree ability to afford health and child care. A liberating vision for education of the poor and unemployed means acknowledging the dissonance between

employers' and workers' interests, funding objectives and learners' purposes, and education as a human right and as a form of job training; providing the intellectual tools to have choices about survival and success strategies and to choose and act on political positions; and building alliances with organizations working to create conditions to challenge inequalities in access to education and jobs. (Contains 39 references.) (YLB)

ED 440 255   **CE 080 014**
International Roundtable on The Lifelong Learning and New Technologies Gap: Reaching the Disadvantaged (5th, Philadelphia, Pennsylvania, December 8-10, 1999). Preliminary Report.
National Center on Adult Literacy, Philadelphia, PA.; International Literacy Inst., Philadelphia, PA.; Organisation for Economic Cooperation and Development, Paris (France). Centre for Educational Research and Innovation.
Spons Agency—Office of Vocational and Adult Education (ED), Washington, DC.; International Business Machines Corp., Armonk, NY.; United Nations Educational, Scientific, and Cultural Organization, Paris (France).
Pub Date—1999-12-00
Note—18p.
Pub Type— Collected Works - Proceedings (021)
EDRS Price – MF01/PC01 Plus Postage.
Descriptors—Adult Education, Communications, Developing Nations, Developing Nations, *Disadvantaged, Educational Policy, *Equal Education, Foreign Countries, Information Technology, *Lifelong Learning, *Technological Advancement
Three elements defined the focus of the 5th Roundtable: lifelong learning, the new technologies gap, and reaching the disadvantaged. Participants referred frequently to the digital divide, a term that captures differential access to and use of information and communication technology (ICT). The questions that guided discussion related to ICT and learning inequalities, access, gaps within formal school education and post-school learning contexts, and lifelong learning. Discussion showed the digital divide had many overlapping elements and was far from being a single issue. The Roundtable found that while it would be convenient if the policy issues related to the digital divide could be understood as a set of recipes for improvement that countries could implement to a greater or lesser degree, diverse conditions and cultures ruled out simplicity. Many stakeholders were involved, and some of the most pertinent variables were the furthest from policy influence. Dilemmas arose at very general levels, as well as in specific fields. Similar dilemmas arose in relation to extending opportunities for lifelong learning and the specific goal of improving ICT competence. Policy pointers and conclusions emerging from the Roundtable included different roles of stakeholders, the pivotal position of the teacher, need for new models of teaching and learning in schools, linguistic issues, and international exchange of promising practices. A participant list is appended. (YLB)

ED 440 256   **CE 080 015**
Wagner, Daniel A.
EFA 2000 Thematic Study on Literacy and Adult Education.
International Literacy Inst., Philadelphia, PA.
Spons Agency—United Nations Educational, Scientific, and Cultural Organization, Paris (France). Education for All Forum Secretariat.
Pub Date—2000-05-01
Note—77p.; Commissioned by the Education for All (EFA) 2000 Secretariat/UNESCO for presentation at the World Education Forum (Dakar, Senegal, April 2000).
Pub Type— Information Analyses (070) — Speeches/Meeting Papers (150)
EDRS Price – MF01/PC04 Plus Postage.
Descriptors—Adult Basic Education, *Adult Literacy, Community Involvement, *Developing Nations, Distance Education, *Educational Innovation, Educational Planning, Educational Technology, Empowerment, *Females, Foreign Countries, Instructional Design, Literacy Edu-

cation, *Needs Assessment, *Professional Development
A global thematic study on literacy and adult education considered trends and innovations particularly salient during the World Conference on Education for All (WCEFA) decade. According to the most recent UNESCO statistics, world illiteracy rates dropped over the last 20-30 years because of increased primary school enrollments, yet the actual number of people with low literacy remained relatively constant, due to population growth. Of the estimated 887 million illerates in 2000 (27 percent of the adult population in developing countries), the majority were women. Innovative ways of meeting learner needs, while enhancing motivation, were language policy and planning; empowerment and community participation; learning, instruction, and materials design; gender and family; multi-sectoral connections; post-literacy and income-generation; and technology and distance education. A major need was identified to develop systems and capacities that enable administrators, teachers, and tutors to engage in professional staff training and development as an ongoing process and to link staff development more closely with service improvement and evaluation/monitoring. Many agencies provided support for literacy and adult education. A future challenge was for literacy and adult education to focus on which kinds and what levels of literacy are required for each society and societal group. (Appendixes contain 56 references, 3 tables, and 8 figures.) (YLB)

ED 440 257   **CE 080 019**
Brereton, T. R.
Educating the U.S. Army: Arthur L. Wagner and Reform, 1875-1905.
Report No.—ISBN-0-8032-1301-8
Pub Date—2000-00-00
Note—173p.
Available from—University of Nebraska Press, 312 North 14th Street, P.O. Box 880484, Lincoln, NE 68588-0484 ($45). Tel: 402-472-3581; Fax: 402-472-0308.
Pub Type— Books (010) — Historical Materials (060)
Document Not Available from EDRS.
Descriptors—Armed Forces, *Educational History, Federal Government, *Military Schools, *Military Science, *Military Service, *Military Training, National Defense, *Officer Personnel, Postsecondary Education, War, Weapons
Identifiers—*Army
Arthur Lockwood Wagner, who graduated from West Point in 1876, was one of the best known and most influential U.S. Army officers of his day. An intellectual and educator, Wagner was instrumental in some of the most critical reforms in U.S. Army history. He advocated enhanced military education, adopting modern combat techniques, holding large-scale maneuvers, and developing a new doctrine of combined arms combat. Wagner's prolific writings helped to move the Army from its obsession with the glories of Civil War days to an era of a new professional ethic based on rigorous education and training. He was instrumental in designing curricula for the military educational institutions of his time and in creating new methods of training that included theory as well as practice. Unlike some reformers of his era, however, Wagner remained focused on the Army's role in defending the nation in war and did not become involved in social movements that called for the Army to help in other ways on the domestic front. Although Wagner is best remembered as a tactician, his work did have some effect on American strategy. His best-known book, "Organization and Tactics," focused strategy on the need for offensives. Wagner died in 1905, just before being promoted to brigadier general. (Contains 201 references.) (KC)

ED 440 258   **CE 080 020**
Cromley, Jennifer
Learning To Think, Learning To Learn: What the Science of Thinking and Learning Has To Offer Adult Education. NIFL Literacy Leader Fellowship, Program Reports, Volume IV, Number 1.

Spons Agency—National Inst. for Literacy, Washington, DC.
Pub Date—2000-00-00
Contract—X2571980003
Note—226p.; Funded by a 1998-99 National Institute for Literacy (NIFL) Literacy Leader Fellowship.
Available from—ED Pubs, P.O. Box 1398, Jessup, MD 20794. Tel: 877-433-4827 (Toll Free); e-mail: edpubs@inet.ed.gov; Web site: http://www.ed.gov/pubs/edpubs.html. For full text: http://www.nifl.gov/activities/cromleyb.htm.
Pub Type— Guides - Classroom - Teacher (052)
EDRS Price – MF01/PC10 Plus Postage.
Descriptors—Active Learning, Adult Basic Education, Adult Educators, *Cognitive Development, Educational Research, High School Equivalency Programs, *Learning Processes, Learning Strategies, *Learning Theories, Memory, *Metacognition, *Teaching Methods, Theory Practice Relationship, *Thinking Skills

This book, developed for adult educators who teach or tutor reading in General Educational Development (GED) classrooms and for teacher trainers, contains 18 fact sheets on learning and thinking, each about 10 pages long. The following fact sheets are included: (1) Literature Is Not Science; (2) Making Connections; (3) Mental Models; (4) Thinking about Thinking; (5) Getting Information into Memory; (6) Memory and Learning; (7) Working Memory and Learning; (8) Long-Term Memory and Learning; (9) How Thinking Develops, Part 1—General and School-Based Development; (10) How Thinking Develops, Part 2—Changes in Strategies; (11) How Thinking Develops, Part 3—Experience Makes Some Difference for Adults; (12) The Importance of Teaching Content; (13) What Does Good Thinking Look Like; (14) Critical Thinking; (15) Active Learning; (16) Problem-Based Learning; (17) Supporting Good Thinking; and (18) Adult Learning. The fact sheets incorporate learning methods based on cognitive research, including questions for teacher reflection; quotes from teachers, learners, and researchers that show how the information presented is relevant to teaching; a summary of the ideas and evidence; what this means for teachers; and a set of short lesson ideas based on the findings. The book also contains appendixes on two frequently-asked questions ("Are there learning styles?" and "What about the brain?"); nine short articles summarizing many of the fact sheets; a selected, annotated bibliography with 14 references; a glossary of 26 technical terms used in the book; and an index. (KC)

ED 440 259   CE 080 021
Donahue, John D. Lynch, Lisa M. Whitehead, Ralph, Jr.
Opportunity Knocks: Training the Commonwealth's Workers for the New Economy.
Pub Date—2000-03-00
Note—70p.; A joint project of MassINC's Lifelong Learning Initiative and Mellon New England.
Available from—Massachusetts Institute for a New Commonwealth, 177 Tremont Street, 5th Floor, Boston, MA 02111-1020 ($17). Tel: 617-338-8900, ext. 125. For full text: http://www.massinc.org.
Pub Type— Reports - Evaluative (142)
EDRS Price – MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—Adult Education, College Graduates, Comparative Analysis, Delivery Systems, *Economic Change, Economic Climate, Education Work Relationship, *Educational Change, Educational Environment, Educational Needs, Educational Opportunities, Educational Policy, Educational Trends, Elementary Secondary Education, Employment Opportunities, Employment Patterns, Employment Projections, Futures (of Society), Government School Relationship, High School Graduates, Higher Education, Job Skills, *Job Training, *Labor Force Development, Labor Market, Labor Needs, Lifelong Learning, Needs Assessment, Outcomes of Education, Policy Formation, Salary Wage Differentials, School Business Relationship, Sex Differences, Skill Development, State

of the Art Reviews, *Statewide Planning, Strategic Planning, Systems Approach, Trend Analysis, *Vocational Education, Work Experience Programs
Identifiers—*Massachusetts, United States

The current situation regarding training Massachusetts' workers for the new economy was reviewed. Special attention was paid to the following topics: Massachusetts and the skill-centered economy; opportunities for workforce system reform; skills demanded in the new economy; ways other states are building workers' skills; and the fragile setting for system building. Among the review's main findings were the following: (1) the income gap between high-end professional/technical workers and less-skilled workers is increasing; (2) businesses' competitive advantages are eroding because critical positions are going unfilled; (3) the current boom cannot be sustained without adequate supplies of skilled labor; and (4) Massachusetts's weak suit (compared with that of other states) is providing skill-building opportunities for lower-middle-class and working-class adults. The following seven recommendations for improving the state's work force development system were formulated: (1) focus on measurable performance outcomes, and hold elements of the system accountable for results; (2) encourage business and labor support, and invite business and labor pressure; (3) build the nation's best work force information system; (4) build a work force development system that provides training opportunities to a broad spectrum of workers, not just the unemployed; (5) take consolidation and customer choice seriously but gradually; (6) fund the workforce development system at a level that reflects its growing importance to the state's shared prosperity; and (7) Provide the bipartisan leadership vital to the effort's success. (Includes 13 tables and figures.) (MN)

ED 440 260   CE 080 022
Bernhardt, Annette
The Future of Low-Wage Jobs: Case Studies in the Retail Industry. IEE Working Paper No. 10.
Columbia Univ., New York, NY. Inst. on Education and the Economy.
Spons Agency—William T. Grant Foundation, Washington, DC. Commission on Youth and America's Future.
Pub Date—1999-03-00
Contract—95-1688-95
Note—51p.; For the working-paper summary, see CE 080 023.
Available from—Institute on Education and the Economy, Box 174, Teachers College, Columbia University, New York, NY 10027. Tel: 212-678-3091; Fax: 212-678-3699; e-mail: iee@columbia.edu. For full text: http://www.tc.columbia.edu/~iee.
Pub Type— Reports - Research (143)
EDRS Price – MF01/PC03 Plus Postage.
Descriptors—Adult Education, Career Development, Career Education, Case Studies, Economic Change, Economic Status, Educational Opportunities, Employer Employee Relationship, Employment Level, Employment Opportunities, *Employment Patterns, *Employment Practices, Entry Workers, Fringe Benefits, Futures (of Society), *Industrial Structure, Influences, Job Training, Labor Force Development, Labor Market, *Low Income, Minimum Wage, *Occupational Mobility, *Retailing, Salary Wage Differentials, Technological Advancement, Trend Analysis
Identifiers—Customer Services, Global Economy, *Wal Mart

The future of low-wage jobs is examined through a case study of firm restructuring in the retail industry. The study confirms that the retailing sector has come to be dominated by the Wal-Mart model, which emphasizes an efficient technology-driven inventory management system and a human resource approach that includes the following elements: dead-end sales jobs with starting pay at or near minimum wage; small, nonguaranteed raises; constantly changing work schedules that define full-time employment as 28 hours per week; and

few fringe benefits. Many analysts argue that a human resource strategy based on improving workers' skills and input could be viable in retail trade, yet the Wal-Mart model stresses fast service and cheap products rather than sales staff trained to provide quality customer service. Although technology has enabled the Wal-Mart model of efficiency, it has generally resulted in the elimination of sales and stocking jobs rather than in the upskilling of frontline retail jobs. Because retail workers receive an average of only 7 hours of training, they acquire few valuable skills that can be taken to the open market. Retail workers' upward mobility is also quite limited as firms are increasingly hiring outside workers to fill managerial slots. (Contains 66 references.) (MN)

ED 440 261   CE 080 023
Bernhardt, Annette
The Future of Low-Wage Service Jobs and the Workers That Hold Them. IEE Brief No. 25.
Columbia Univ., New York, NY. Inst. on Education and the Economy.
Spons Agency—William T. Grant Foundation, Washington, DC. Commission on Youth and America's Future.
Report No.—ISSN-1059-2776
Pub Date—1999-07-00
Contract—95-1688-95
Note—5p.; For full report, see CE 080 022.
Available from—Institute on Education and the Economy, Box 174, Teachers College, Columbia University, New York, NY 10027. Tel: 212-678-3091; Fax: 212-678-3699; e-mail: iee@columbia.edu. For full text: http://www.tc.columbia.edu/~iee.
Pub Type— Reports - Research (143)
EDRS Price – MF01/PC01 Plus Postage.
Descriptors—Adult Education, Career Development, Career Education, Career Ladders, Economic Change, Economic Status, Educational Opportunities, Employer Employee Relationship, *Employment Level, Employment Opportunities, *Employment Patterns, Employment Practices, Entry Workers, Futures (of Society), Influences, Job Training, Labor Force Development, Labor Market, *Low Income, Minimum Wage, Models, *Occupational Mobility, Professional Occupations, *Retailing, Salary Wage Differentials, *Service Occupations, Technological Advancement, Trend Analysis
Identifiers—Global Economy, *Wal Mart

The business press abounds with examples of innovative companies that have created high-quality jobs; however, low-wage, deskilled jobs filled by contingent workers are equally prevalent. More than one in six U.S. workers currently hold retail jobs. The effect of globalization of trade on the retail industry is unclear. The most significant development to date is that the retail market has, according to many analysts, become highly congested and overbuilt. The leading retail strategy is the Wal-Mart model, which includes a "low-road" human resource approach. Sales jobs are dead-end jobs, starting pay is at or near minimum wage, raises are given yearly but not guaranteed, and the low pay is exacerbated by short and uncertain work schedules and the lack of opportunity to work sufficient hours each week to produce a livable paycheck. Upward mobility in the retail sector is limited. Most retail firms choose to import educated workers rather than train incumbent workers. The problem of mobility is not limited to the retail sector. Although skilled workers in professional occupations may be able to create new career paths that preserve their opportunities, opportunities for upward mobility do not look promising for the more numerous occupations further down the ladder. (Contains 12 references.) (MN)

ED 440 262   CE 080 024
Hughes, Katherine L. Moore, David Thornton
Pedagogical Strategies for Work-Based Learning. IEE Brief No. 26.
Columbia Univ., New York, NY. Inst. on Education and the Economy.
Spons Agency—Pew Charitable Trusts, Philadelphia, PA.; DeWitt Wallace/Reader's Digest

Fund, Pleasantville, NY.
Report No.—ISSN-1059-2776
Pub Date—1999-08-00
Note—5p.; For full report; see ED 436 667.
Available from—Institute on Education and the Economy, Box 174, Teachers College, Columbia University, New York, NY 10027. Tel: 212-678-3091; Fax: 212-678-3699; e-mail: iee@columbia.edu; Web site: http://www.tc.columbia.edu/~iee.
Pub Type— Reports - Research (143)
EDRS Price – MF01/PC01 Plus Postage.
Descriptors—Case Studies, Context Effect, Definitions, *Education Work Relationship, Educational Environment, Hotels, Housekeepers, *Internship Programs, National Surveys, School Business Relationship, Secondary Education, *Teaching Methods, Veterinary Assistants, *Vocational Education, *Work Experience Programs
Identifiers—*Situated Learning

This document, which is based on 3 years of research on 14 school-to-work programs across the United States, outlines pedagogical strategies for work-based learning. Pedagogy is defined as the organization of the social activities, organizational structures, and cultural practices by which newcomers, such as student interns, come to acquire and engage that knowledge. Presented is a brief description of the research methodology, which was designed to identify successful pedagogical strategies for work-based learning in different types of workplaces. A framework through which educators can analyze the pedagogy of particular work contexts is presented and illustrated through the examples of a student intern at a veterinary hospital and a student intern at a hotel housekeeping office. The examples are discussed in terms of the following pedagogical strategies: front-loaded instruction; on-the-job training; just-in-time instruction; back-loaded instruction; mutual self-instruction; laissez-faire (sink-or-swim instruction); and observation. The various pedagogical tactics that can be used within each strategy are listed and considered in the context of the two student interns. The final section explains how the following school-based pedagogical strategies can support work-based learning: (1) journals; (2) learning plans; (3) internship classes or seminars; and (4) final papers, projects, and presentations. (MN)

ED 440 263   CE 080 025
Hughes, Katherine L. Moore, David Thornton Bailey, Thomas R.
Work-Based Learning and Academic Skills.
Columbia Univ., New York, NY. Inst. on Education and the Economy.
Spons Agency—Pew Charitable Trusts, Philadelphia, PA.; DeWitt Wallace/Reader's Digest Fund, Pleasantville, NY.
Report No.—ISSN-1059-2776
Pub Date—1999-11-00
Note—5p.; Developed from IEE Working Paper No. 15 (ED 437 568).
Available from—Institute on Education and the Economy, Teacher's College, Columbia University, Box 174, 525 West 120th Street, New York, NY, 10027 (free). Tel: 212-678-3091; Fax: 212-678-3699; e-mail: iee@columbia.edu; Web site: http://www.tc.columbia.edu/~iee.
Journal Cit—IEE Brief; n27 Nov 1999
Pub Type— Collected Works - Serials (022) — Reports - Research (143)
EDRS Price – MF01/PC01 Plus Postage.
Descriptors—*Education Work Relationship, *Educational Benefits, *Internship Programs, *Outcomes of Education, Postsecondary Education, Secondary Education, Success, Teaching Methods, Theory Practice Relationship, *Work Experience Programs

A study tested the claim that work-based learning can have positive effects on academic learning. Data were obtained through interviews with faculty, staff, students, and employers, and observation of classroom-based links to the work-based learning components at three sites involved in a work-based learning project. At the three sites, a total of 25 student interns were chosen as subjects and were

observed several times for several hours each time and interviewed before and after their work placements. The study found that for 9 of the students, no evidence of academic reinforcement in the workplace were found. For 16 students, evidence was found for some aspects of the claim. Almost half the students experienced instances of the simple application of school-based knowledge at work. It was determined, however, that knowledge gained in the workplace could reinforce academic learning, especially if there is intentional instructor intervention connecting the two venues. In other words, work-based learning can have positive effects when it is done well. (Contains 20 references.) (KC)

ED 440 264   CE 080 026
Scott, Marc A. Bernhardt, Annette
Pathways to Educational Attainment: Their Effect on Early Career Development.
Columbia Univ., New York, NY. Inst. on Education and the Economy.
Spons Agency—National Center for Research in Vocational Education, Berkeley, CA.; Office of Vocational and Adult Education (ED), Washington, DC.
Report No.—ISSN-1059-2776
Pub Date—2000-02-00
Note—5p.; For the full report, see ED 436 642.
Available from—Institute on Education and the Economy, Teacher's College, Columbia University, Box 174, 525 West 120th Street, New York, NY, 10027 (free). Tel: 212-678-3091; Fax: 212-678-3699; e-mail: iee@columbia.edu; Web site: http://www.tc.columbia.edu/~iee.
Journal Cit—IEE Brief; n28 Feb 2000
Pub Type— Collected Works - Serials (022) — Reports - Research (143)
EDRS Price – MF01/PC01 Plus Postage.
Descriptors—*College Graduates, Dropouts, *Educational Attainment, *Educational Benefits, *High School Graduates, Longitudinal· Studies, Outcomes of Education, Policy Formation, Postsecondary Education, *Public Policy, Secondary Education, *Wages

A longitudinal study of two cohorts of young white men (the first followed from the late 1960s through the 1970s; the second from the 1980s through the early 1990s) determined that long-term wage growth between the ages of 16 and 36 has both declined and become significantly more unequal for the recent cohort. The declines have been concentrated among less-educated workers (high school dropouts and high school graduates). While workers with sub-bachelor's degrees or only some college experience have a clear advantage over high school graduates in terms of wage growth, that advantage has not increased noticeably in recent years. By contrast, young adults with a bachelor's degree or higher have seen increases in their wage growth, although those with more practice-oriented degrees have had higher wage growth than those with more theoretical degrees. Education pathways have a strong effect on long-term wage growth. Working while enrolled has a positive impact; interrupted schooling has a very strong negative impact. These trends raise a difficult challenge to public policies aimed at improving the living standards and upward mobility of American workers. Developing policies that support more flexible education paths and choices about field of study may help. (KC)

ED 440 265   CE 080 027
Hambly, Catherine
Behaviour and Beliefs of Volunteer Literacy Tutors. Working Papers on Literacy. Working Paper No. 3.
Centre for Literacy, Montreal (Quebec).
Report No.—ISBN-0-9681034-4-8
Pub Date—1998-00-00
Note—16p.; A condensed version of this paper appears in "Literacy across the Curriculum/Media Focus," volume 13, number 3.
Available from—The Centre for Literacy, 3040 Sherbrooke Street West, Montreal, Quebec, Canada H3Z 1A4 ($5 Canadian, plus postage and handling). Tel: 514-931-8731, ext. 1415; Fax: 514-931-5181; e-mail: literacycntr@daw-

soncollege.qc.ca; Web site: http://www.nald.ca/litcent.htm.
Pub Type— Reports - Research (143)
EDRS Price – MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—Adult Basic Education, *Behavior Patterns, *Beliefs, Case Studies, Developed Nations, Educational Research, Foreign Countries, Higher Education, Interviews, *Literacy Education, *Teacher Attitudes, Tutoring, *Tutors, Undergraduate Students, Volunteer Training, *Volunteers
Identifiers—*Canada

A study examined what adult literacy tutors believe about literacy and how their beliefs affect the learner-tutor matches. It began with the assumptions that tutors are important actors in the tutor-learner relationship and that their beliefs and behavior will affect the tutoring relationship. The research site was a literacy program organized and funded by undergraduate students at a Canadian university. Research was conducted using case study methodology; data were gathered during semi-structured interviews with 18 tutors entering the program and being trained; those who had tutored for several months; and coordinators with 1 year of experience. An initial data analysis indicated almost all tutors said their learners had made little or no progress, yet these tutors also had made little effort to use the support and resources of the organization to encourage more learning. Tutors were found to share the following belief system: tutors believe a learner who does not succeed in a classroom learning format will be helped by one-on-one tutoring; while recognizing the wide variety of learner needs, tutors rely on individual attention rather than specific training to function in the match; tutors value good will over good training; and tutors defend their volunteer activities based on perceived needs rather than demonstrable progress and results. (Contains 13 references and an interview schedule.) (YLB)

ED 440 266   CE 080 030
Plummer, Gillian
Failing Working-Class Girls.
Report No.—ISBN-1-85856-173-6
Pub Date—2000-00-00
Note—231p.; Published by Trentham Books, Limited.
Available from—Stylus Publishing, LLC, P.O. Box 605, Herndon, VA 20172-0605 ($25). Tel: 800-232-0223 (Toll Free).
Pub Type— Books (010) — Opinion Papers (120)
Document Not Available from EDRS.
Descriptors—Academic Achievement, Academic Aspiration, Adolescents, *Career Choice, *Career Development, Developed Nations, Disadvantaged Youth, Education Work Relationship, Elementary Secondary Education, *Family Influence, *Females, Foreign Countries, Lower Middle Class, Postsecondary Education, *Socioeconomic Influences, Teacher Student Relationship, *Womens Education
Identifiers—*England

This book presents an overview of working-class life in England, showing how women from working-class backgrounds still seldom achieve higher level academic qualifications and the lifestyle to which they lead. Analyzing her own experience and that of others of similar background, the author shows how their mothers and fathers held low expectations of education and what it might offer their daughters, and so did little to support their education. The book exposes the repeating pattern of early marriage with an unskilled and often exploited partner. It also looks at teachers and reveals how, instead of encouraging working-class girls (whom teachers often perceive as "misfits") to succeed, the teachers themselves discriminated against the bright working-class girls who managed to gain entry to privileged schools or grammar streams. According to the book, not much in this pattern has changed during the past several generations. (Contains 509 references.) (KC)

ED 440 267   CE 080 031
Newman, Michael
Maeler's Regard: Images of Adult Learning.

Report No.—ISBN-0-9577057-0-0
Pub Date—1999-00-00
Note—258p.
Available from—Stewart Victor Publishing, P.O.
Box 51 Paddington, NSW 2021, Australia ($39
plus postage). e-mail: publisher@svp.com.au;
Web site: http://www.svp.com.au.
Pub Type— Books (010) — Reports - Evaluative
(142)
Document Not Available from EDRS.
Descriptors—Adult Education, *Adult Educa-
tors, *Adult Learning, Consciousness Raising,
*Critical Theory, Critical Thinking, Education-
al Theories, Learning, *Learning Theories,
Moral Values, Power Structure, *Social
Change, Social Control, Social Values, Teach-
er Responsibility, *Teacher Role

This book examines the mysterious and complex
process of learning. It argues that learning and
teaching are not just means by which one achieves
personal growth, but are tools to be used in the
struggle for social justice. Written in an accessible
style, the book covers a range of themes. Section 1
focuses on experience, including kinds of experi-
ence and experience as conflict. Section 2 addresses
thinking—critical and uncritical—and adult educa-
tion for critical thinking. Section 3 evaluates con-
trol: physical force and institutional control, as well
as control by ideas. Section 4 focuses on learning,
both learning as social individuals and learning as
moral beings. Section 5 concerns learning as moral
beings through both the people and the practice.
Section 6 addresses civil society, including social
movements; complicity, alliances, and solidarity;
life world, civil society, and the system; and opposi-
tion, resistance, and protest. Section 7 focuses on
the adult educator under these topics: role models;
counter-cultural adult educators; looking for post-
modern adult educators; a critical adult educator in
action; and adult educators for social justice. Sec-
tion 8 has the theme of intervention and struggle,
including learning and morality as well as "turning
back the dark wind." Appendixes contain a 171-
item bibliography and an index. (YLB)

ED 440 268   CE 080 033
Kuhne, Gary W. Frey, Barbara A.
**Faculty Presentation Skills Training: The Ef-
fects on Adult Learner Satisfaction and
Achievement.**
Pub Date—1999-00-00
Note—53p.
Pub Type— Reports - Research (143) — Tests/
Questionnaires (160)
EDRS Price – MF01/PC03 Plus Postage.
Descriptors—*Community Colleges, Educational
Research, *Faculty Development, Instructional
Improvement, *Participant Satisfaction, Pro-
gram Effectiveness, Program Evaluation, *Stu-
dent Evaluation of Teacher Performance,
Student Reaction, Teacher Characteristics,
Teacher Improvement, Teacher Student Rela-
tionship, *Teaching Methods, Two Year Col-
lege Students, Two Year Colleges

A study evaluated a faculty presentation skills
training program for effectiveness in improving
achievement and satisfaction of community college
students. Nine female instructors and 352 students
participated in the project. A quasi-experimental
research design was used. Data from faculty and
students were collected prior to and following the
faculty training intervention. Pre- and post-training
data were compared for significant differences.
Through classroom observations, five quantitative
voice qualities of instructors were measured: vol-
ume, pitch, rate or words per minute, length of
pauses after asking questions or waiting time, and
fillers per minute. The student achievement mea-
surement was the students' final grade. A Likert
scale questionnaire developed by the researcher
measured adult students' satisfaction with the
instructors' teaching of the course. Results indi-
cated no relationship between instructors' age,
years of experience, or level of education and their
presentation skills. Overall, faculty training had no
significant effect on achievement or satisfaction of
learners 25 years and younger. Recommendations
for future research were to study how adult age dif-
ferences affect learning and what barriers prevent

evaluation of faculty professional development pro-
grams. (Appendixes contain 77 references, defini-
tion of terms, and instruments.) (YLB)

ED 440 269   CE 080 034
Leff, Judy Malyn-Smith, Joyce
**Making Skill Standards Work: Highlights from
the Field. A Practical Manual for Program/
Curriculum Developers, Teachers, Employ-
ers, Trainers, Work-Based Supervisors,
Mentors, School Administrators, and Coun-
selors.**
Education Development Center, Newton, MA.
Center for Education, Employment, and Com-
munity.; National Future Farmers of America
Foundation, Madison, WI.
Report No.—ISBN-0-89292-274-5
Pub Date—1999-00-00
Contract—E-9-4-5-0043
Note—332p.; Supported by the National Skills
Standards Board, administered by the U.S. De-
partment of Labor. Joyce Winterton was the
project evaluator.
Available from—Education Development Center,
Inc., CEEC, 55 Chapel Street, Newton, MA
02458-1060. ($49.95 plus $4 shipping/han-
dling). Tel: 800-225-4276 (Toll Free); Fax:
617-332-4318.
Pub Type— Guides - Non-Classroom (055)
**EDRS Price – MF01 Plus Postage. PC Not
Available from EDRS.**
Descriptors—*Academic Standards, Advisory
Committees, Case Studies, Community Educa-
tion, Community Organizations, Cooperative
Planning, Curriculum Development, *Educa-
tion Work Relationship, Employment Qualifica-
tions, Evaluation Methods, Guidelines,
Innovation, Instructional Development, Inte-
grated Curriculum, *Job Skills, Job Training,
*Labor Force Development, National Organiza-
tions, National Standards, Partnerships in Edu-
cation, Performance Based Assessment, Pilot
Projects, Postsecondary Education, Profession-
al Development, Program Development, Pro-
gram Guides, Program Implementation,
Resource Materials, *School Business Rela-
tionship, Secondary Education, Student Evalua-
tion, Success, Systems Approach, Teacher
Improvement, *Vocational Education, Work
Experience Programs
Identifiers—Contextualized Instruction

This document is a practical manual to assist
community-based organizations and coalitions in
using voluntary industry skill standards in pro-
grams preparing people for success in the work-
place and further education. The following are
among the topics covered in the manual's six sec-
tions: (1) developing and maintaining systems
(things partners can give to and get from the system,
ways of organizing and managing systems to ensure
their success); (2) planning and operating programs
(preparing students for multiple future options,
serving a variety of populations and needs,
strengthening programs through work-based learn-
ing); (3) creating curriculum (structuring curricula
to prepare students for workplace success, integrat-
ing skill standards); (4) creating instructional strat-
egies (instructional strategies commonly used to
prepare people for career success, support mastery
of tasks and development of competencies, and sup-
port contextualized learning); (5) enhancing profes-
sional development (professional development
approaches to prepare learners for success in the
workplace and improve teachers' capacities); and
(6) using assessment methods (standards-based
assessment, assessment in real-life contexts).
Appended are the following: list of the original
pilot voluntary industry skills standards projects;
resource directory of case studies and examples; list
of additional relevant national organizations; bibli-
ography which contains 58 related readings; and list
of project advisory board members. (MN)

ED 440 270   CE 080 035
Truell, Allen D., Ed.
**AERA Vocational Education Special Interest
Group Proceedings (New Orleans, Louisi-
ana, April 24-28, 2000).**
American Educational Research Association,

Washington, DC. Vocational Education Special
Interest Group.
Pub Date—2000-04-00
Note—93p.
Available from—Allen D. Truell, 316 Hill Hall,
University of Missouri-Columbia, Columbia,
MO 65211. Tel: 573-882-9619; Fax: 573-884-
5455, e-mail: pavtat@tiger.coe.missouri.edu.
Pub Type— Collected Works - Proceedings (021)
EDRS Price – MF01/PC04 Plus Postage.
Descriptors—Academic Education, Beginning
Teachers, Career Education, Comparative Anal-
ysis, Competency Based Education, *Curricu-
lum Development, Delivery Systems,
*Education Work Relationship, Educational
Practices, Educational Research, Foreign Coun-
tries, Influences, Innovation, Integrated Curric-
ulum, Job Training, Leadership, *Minority
Groups, Outcomes of Education, Personality
Traits, Postsecondary Education, School Size,
Secondary Education, Staff Development, *Stu-
dent Characteristics, Success, Teacher Effec-
tiveness, Teacher Improvement, Technical
Education, *Vocational Education, *Vocational
Education Teachers, Youth Employment
Identifiers—Australia, United States

This document contains six papers on vocational
education. "Blurring the Boundaries: The Emer-
gence of the New Vocational Student" (Mario
Delci) documents the benefits of combining an aca-
demic curriculum with vocational coursework.
"Observable Teaching Effectiveness and Personal-
ity Types of Selected Beginning Career and Techni-
cal Education Teachers" (Howard R.D. Gordon)
explores the relationship between personality types
and the teaching effectiveness of 34 beginning sec-
ondary industrial and health occupations teachers.
"Effect of School Size and Leadership on School-
to-Work Programming" (William J. Stull, Judith C.
Stull, and Nicholas Sanders) analyzes how schools
across the United States have responded to the call
for school-to-work programming. "School and
Workplace Initiatives and Other Factors That Assist
and Support the Successful School-to-Work Transi-
tion of Minority Youth" (Rose Mary Wentling and
Consuelo Waight) examines specific activities, pro-
grams, policies, and other formal and informal
efforts designed to facilitate minority youths' tran-
sition into the workplace. "Externally Driven Inno-
vations in the Vocational Education and Training
Sector: Issues Associated with Staff Development"
(Tom Lowrie) studies staff development efforts to
ensure that competency-based training boosts voca-
tional education and training outcomes in Australia.
"Developing Technical Education Curricula in Aus-
tralia and the United States: A Cross-National
Comparison" (Curtis Finch and Rod Francis) com-
pares curriculum development and delivery in Aus-
tralia and the United States. (Most papers contain
references.) (MN)

ED 440 271   CE 080 036
**AERA Business Education and Information
Systems Research SIG Proceedings (New Or-
leans, Louisiana, April 24-28, 2000).**
American Educational Research Association,
Washington, DC. Business Education and In-
formation Systems Research Special Interest
Group.
Pub Date—2000-04-00
Note—128p.
Pub Type— Collected Works - Proceedings (021)
EDRS Price – MF01/PC06 Plus Postage.
Descriptors—Adult Education, Beginning Teach-
ers, Brain Hemisphere Functions, Business
Communication, *Business Education, Career
Choice, Cognitive Style, Comparative Analy-
sis, Conventional Instruction, Databases, Deci-
sion Making, Distance Education, Distributive
Education, Education Work Relationship, Edu-
cational Needs, *Educational Practices, *Edu-
cational Research, Educational Resources,
Independent Study, *Information Systems, In-
vestment, *Learning Processes, Letters (Corre-
spondence), Marketing, Models, Online
Systems, Postsecondary Education, Program
Development, Secondary Education, Student
Attitudes, Student Surveys, Teacher Attitudes,
Teacher Surveys, *Teaching Methods, Teach-

ing Styles, Universities, Vocational Education Teachers, Writing (Composition)

Identifiers—4MAT System

This document contains 1 conference paper abstract and 10 papers from a conference on business education and information systems research. The document begins with the abstract of the paper "The Relationships among Work-Based Learning Initiatives, Anticipated Benefits, and Stakeholder Involvement" (Bridget N. O'Connor). The remainder of the document consists of the full texts of the following papers: "Program Area Concerns of Beginning and Experienced Marketing Education Teachers" (Allen D. Truell); "Field Professionals' Demonstrated and Perceived Problems in Correspondence Writing" (Ellis A. Hayes); "Assessing the Effectiveness of Distance Education Versus Traditional On-Campus Education" (Shelia Yvonne Tucker); "Self-Directed Learning Resource Usage among Office Employees" (James E. Bartlett, II, Chadwick Higgins, and Courteney Kovacs); "Students' Perceptions of Business Education as a Career" (Charlene W. Sox); "Business Education Students' Worldview: Implications for Program Development in Regional Universities" (Mary H. Jackson and E. Ruth Carroll); "A Comparison of Secondary Business Education Students' Learning Styles with Their Teachers' Instructional Styles" (Wanda L. Stitt-Gohdes, Tena B. Crews, and Melinda McCannon); "Guided Practice vs. Independent Practice in Teaching Electronic Databases" (Michael L. McDonald and Rebecca Carpenter); "Brain Hemispheric Consensus and the Quality of Investment Decisions" (Michael Boyd); and "Incorporating the 4MAT Learning Style Model in Marketing Education" (Christy K. Anderson, Malinda Hendricks Green, Frank Nelson). (Most papers contain references.) (MN)

ED 440 272 CE 080 037

Carr, Barbara Allen

Behind the Fences: Case Study of a Literacy Teacher in a Prison Classroom.

Pub Date—2000-04-00

Note—14p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).

Pub Type— Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price – MF01/PC01 Plus Postage.

Descriptors—Adult Basic Education, Case Studies, *Correctional Education, Correctional Institutions, Educational Environment, Educational Research, *Literacy Education, *Phenomenology, Teacher Background, *Teaching Experience

A study of the experiences of a literacy teacher in the prison classroom chronicled the daily routine events and experiences that make up the life world of a teacher in the prison classroom. The introduction of this study emerged through the technique called opportunistic surveillance. The researcher, a prison teacher, engaged in behavior-monitoring procedures to search the environment for opportunities not activated by a problem and examined why another teacher, Garnet, made the choice to enter the prison system as a teacher. The researcher determined Garnet was in middle adulthood and had reached the turning point in her career that propelled her to seek renewal rather than complacency. She exhibited satisfaction and flexibility with her work, yet sought creative ways to teach that would benefit her students. Garnet flourished as a teacher and her students made progress. To create a knowledgeable audience, the researcher tried to define the teacher's world through its chief components—teacher, organizational factors, instructional support factors, and students—and used them as themes as she engaged in the constant comparisons strategy. The process involved a complex, somewhat chaotic pattern of interviewing, reading the literature, writing, member checking, and peer review. (Contains 30 references.) (YLB)

ED 440 273 CE 080 038

Farmer, Edgar I. O'Lawrence, Henry

A Benchmark Review of Postsecondary Technical Students in Pennsylvania.

Pub Date—2000-04-00

Note—20p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).

Pub Type— Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price – MF01/PC01 Plus Postage.

Descriptors—Age Differences, Community Colleges, Ethnic Groups, *Proprietary Schools, *Sex Differences, *Student Characteristics, *Technical Education, *Two Year College Students, Two Year Colleges

Identifiers—Pennsylvania

A study was undertaken to determine differences among personal, situational, and outcome characteristics of students in Pennsylvania community colleges and two-year proprietary institutions and the nature of and differences in gender in both types of institutions. Phase 2 of three involved surveying a sample of students currently enrolled in postsecondary programs. A 35-item questionnaire was designed and mailed to 3,100 students—1,500 in community colleges and 1,600 in proprietary institutions. Data were collected on 1,047 respondents. The Loglinear and two-way ANOVA (analysis of variance) were used to analyze the data. Findings indicated that, in terms of ethnicity, postsecondary technical programs in community colleges and two-year institutions were overwhelmingly enrolled with white students (over 90 percent). Significant difference existed between age of female versus age of male respondents in community colleges; no difference was found between gender and ages of technical education respondents in the two-year proprietary institutions. Most respondents in both institutions were single; the percentage of divorced female respondents was double that of their male counterparts in both institutions. Female respondents in both institutions had higher grade point averages and worked fewer hours than male respondents. (Contains 30 references.) (YLB)

ED 440 274 CE 080 039

Reuland, Mary Phyllis Alkire

Collaborative Learning as Professional Socialization.

Pub Date—2000-04-00

Note—38p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).

Pub Type— Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price – MF01/PC02 Plus Postage.

Descriptors—Cooperation, *Cooperative Learning, *Curriculum Development, Educational Research, Group Dynamics, Higher Education, Nursing, *Nursing Education, Nursing Research, Postsecondary Education, Professional Development, *Socialization

Identifiers—*Professional Socialization

A study explored the nature of collaborative learning as a method to prepare future nurses for collaboration in health care. Qualitative research data collection and analysis methods were used. A constant comparative method occurred during and after the data were gathered. Semi-structured interviews, focus groups, and document review were the primary sources of data. Eleven nurses who provide direct patient care and 14 nurse educators who use collaborative learning in nursing education participated. Data analysis suggested collaboration in health care is essential and preparation for collaboration is vital. Collaboration was identified as a core value of nursing and embedded throughout nursing practice. Study participants indicated that collaborative learning experiences provided the structure or framework to facilitate professional socialization. The theory developed from the data analysis was Collaborative Learning as Professional Socialization. The following principles of this theory could be used as guidelines for developing nursing education curriculum as professional socialization: learning to collaborate is a developmental process, and it requires knowledge, skills, developing positive attitudes, and values. (Contains 124 references.) (YLB)

ED 440 275 CE 080 040

Graham, Steven W. Donaldson, Joe F. Kasworm, Carol Dirkx, John

The Experiences of Adult Undergraduate Students—What Shapes Their Learning?

Pub Date—2000-04-00

Note—35p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).

Pub Type— Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price – MF01/PC02 Plus Postage.

Descriptors—*Adult Learning, *Adult Students, Colleges, Educational Environment, Higher Education, *Learning Experience, Models, Outcomes of Education, *Prior Learning, Student Experience, *Undergraduate Students

The Model of College Outcomes for Adults explains why adults might do as well as traditional students, despite limited participation and involvement in traditional residential learning experiences. The model's six components are prior experience and personal biographies; psychosocial and value orientation; adult cognition; life-world environment; college outcomes; and the connecting classroom. The connecting classroom provides an organizing metaphor to articulate the relationships, processes, and interactions essential for effective adult undergraduate learning. This metaphor has the following four key issues: ethos of an adult-oriented environment, learning of expertise, nature of the teaching learning process, and living in a multicultural learning society. The reflective, contemplative nature of the classroom setting provides the potential for integrating and connecting the adult's prior knowledge and experiences with the subject matter and, as a result, reconstructing their life-worlds. The connecting classroom conceptualization of the adult learner's experience suggests that adult learners are influencing institutional practices, procedures, and policies; instructional policies; and teachers' understandings and expectations of what it means to be a college student, what meaningful experiences are, and the potential development of understandings beyond an academic context and prior knowledge of the current world. (Contains 44 references.) (YLB)

ED 440 276 CE 080 041

Arts, Jos A. R. M. Gijselaers, Wim H. Boshuizen, Henny P. A.

Expertise Development in Managerial Sciences: The Use of Knowledge Types in Problem-Solving.

Pub Date—2000-04-00

Note—21p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).

Pub Type— Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price – MF01/PC01 Plus Postage.

Descriptors—*Administrator Education, *Administrators, Adult Education, Developed Nations, Educational Research, Foreign Countries, Higher Education, *Information Utilization, Managerial Occupations, *Problem Solving

Identifiers—*Netherlands, University of Maastricht (Netherlands)

A cognitive study examined expertise in managerial problem solving. Research questions asked what types of managerial knowledge do experts and novices use in representing and solving problems, and how do knowledge types develop over time? The 115 participants were divided into 9 levels of expertise: first through fourth year students in the management sciences program of Maastricht University and 2-, 5-, 12.5-, and 25-year working experts. Materials consisted of two case descriptions concerning real-life business situations. Students had a limited reading time after which the text was removed. Subjects carried out the following three assignments with the case information: recall of the case studied; a written analysis about the situation; and a management diagnosis about the situation. Results of the recall exercise suggested clear differences among novices, intermediates, and

experts in the type of recall. An absolute maximum was reached at intermediate level. Experts recalled relatively more relevant information. Novices produced more declarative knowledge types than experts in the recall and case analysis exercise, while experts reproduced more inferences. (Contains 20 references.) (YLB)

ED 440 277   CE 080 042
Sandler, Martin E.
A Focal Examination of Integration, Commitment, and Academic Performance: Three Subsystems from the Integrated Model of Student Persistence with Sociostructural Background Variable Effects.
Pub Date—2000-04-00
Note—25p.; Paper presented at the Annual Meeting of the American Educational Research Association (AERA) (New Orleans, LA, April 24-28, 2000).
Pub Type— Reports - Research (143) — Speeches/Meeting Papers (150)
EDRS Price – MF01/PC01 Plus Postage.
Descriptors—*Academic Persistence, *Adult Students, Career Development, College Students, Dropout Prevention, Education Work Relationship, Higher Education, Models, *Nontraditional Students, School Holding Power, Student Attitudes, *Student Attrition, Student Motivation, *Student Needs
   As a response to the problem of adult-student retention at two-year and four-year urban colleges, a new structural model, "Career Decision-Making Self-Efficacy, Perceived Stress, and an Integrated Model of Student Persistence" (Sandler, 1999), has been identified to better explain the integration, finances, behavior, and career development of nontraditional students. The following three subsystems at the core of the integrated model of student persistence are explored: (1) the academic and social feelings adults experience upon being in a learning institution; (2) the relationship engendered between this system and the commitments of personal goal and the institution; and (3) the capacity for academic performance and persistence. Five endogenous variables are found to be embedded in an environmental and social cognitive framework of student decision-making and social adaptation that lead to persistence: academic integration (18 percent), social integration (27 percent), institutional commitment (39 percent), cumulative grade point average (11 percent), and goal commitment (12 percent). The effects of financial satisfaction and goal commitment on the integration subsystem are new to the persistence literature. Policy implications for higher education institutions providing undergraduate degree programs for adults include helping adult students achieve their goals and assisting non-traditional learners with career decision making and planning. (Contains 37 references.) (KC)

ED 440 278   CE 080 043
Bloomer, Martin Hodkinson, Phil
Learning Career: Conceptualising Transformations in Young People and Their Learning.
Spons Agency—Further Education Development Agency, London (England).
Pub Date—2000-04-00
Note—13p.; Paper presented at the Annual Meeting of the American Educational Research Association (AERA) (New Orleans, LA, April 24-28, 2000). Paper based upon "The Experience of the Learner in FE: A Longitudinal Study."
Pub Type— Reports - Research (143) — Speeches/Meeting Papers (150)
EDRS Price – MF01/PC01 Plus Postage.
Descriptors—Adolescents, *Cognitive Style, *Experiential Learning, Foreign Countries, Informal Education, Postsecondary Education, Secondary Education, *Student Attitudes, *Student Educational Objectives, *Student Motivation
Identifiers—*England
   A 4-year longitudinal study of English 15-19 year-olds' learning experiences was used as the basis for the development of a theoretical model describing and analyzing young people and their learning in a modern world. Although much contemporary policy assumes that learning is regulated

by teaching and standards monitoring, that learning progression can be predicted and controlled, and that learners' choices are, or should be, made on a largely informed rational basis, the study demonstrates that the life courses and learning of young people do not always fit these assumptions. Instability, pragmatic rationality, and unpredictability are commonplace, not exceptional, while learning is intricately bound up with a wide range of life experiences. Selected research findings show how experiences located outside educational institutions are linked to learning. An explanatory model can be made that builds description and analysis from the experiences of learners themselves. The model embraces the concept of learning career as a means of harnessing problems of structure, agency, and life course to the study of learning. (Contains 37 references.) (KC)

ED 440 279   CE 080 044
Maki-Komsi, Saija Ropo, Eero
Modern Media and Instructional Technology in Vocational Education: Some Experiences of the Diffusion of New Technology in the Adult Education Institutions.
Pub Date—2000-04-00
Note—9p.; Paper presented at the Annual Meeting of the American Educational Research Association (AERA) (New Orleans, LA, April 24-28, 2000).
Pub Type— Reports - Research (143) — Speeches/Meeting Papers (150)
EDRS Price – MF01/PC01 Plus Postage.
Descriptors—Adult Education, Distance Education, *Educational Attitudes, *Educational Change, Educational Philosophy, *Educational Technology, Student Role, Teacher Education, *Teacher Role, *Teaching Methods, *Technological Advancement, Vocational Education
   A study investigated teachers' experiences of educational and cultural change in adult education institutions. The initial assumption of the study was that the institutional shift from traditional teacher-dominated, face-to-face teaching to networked teamwork that emphasizes students' independence is not only a methodological or technological change, but also a cultural one. It affects and depends on the whole institution and requires a multi-level transformation of the practices and procedures, as well as overall changes in the thinking of teaching, learning, and studying. The study was empirical and applied mainly qualitative methodology. However, surveys were also used and data were gathered through interviews and a short questionnaire delivered to all potential respondents via e-mail. The subjects were 60 teachers in 15 different vocational programs representing 20 adult vocational institutions. Results showed that all institutions were in the middle or beginning of the process of changing teaching practices and linking them into instructional technology and the information age. The subjects described difficulties in transforming instruction from traditional classroom teaching into multi-media instruction in which distance education and independent work are crucial parts of studying and teaching. Teachers' and students' roles and power balance resulting from the students' independence in goal setting and individual curriculum were also in flux. This kind of change seemed to be a major challenge to the teachers' professional identity and previous conceptions of learning and teaching. Implications for educational institutions include deciding how to support the new technology while adopting a new learning and teaching culture. (Contains 21 references.) (KC)

ED 440 280   CE 080 045
Evans, Karen Rudd, Peter Behrens, Martina Kaluza, Jens Woolley, Claire
"Taking Control of Their Lives?" First Findings from a Comparative Study of Personal Agency and Social Structures in Young Adult Transitions in England and the New Germany. Revised Version.
Pub Date—2000-04-24
Contract—L134251011
Note—33p.; Paper presented at the Annual Meeting of the American Educational Research As-

sociation (AERA) (New Orleans, LA, April 24-28, 2000). Funded by the United Kingdom Economic and Social Research Council and supported by the National Foundation for Educational Research.
Pub Type— Reports - Research (143) — Speeches/Meeting Papers (150)
EDRS Price – MF01/PC02 Plus Postage.
Descriptors—*Career Development, Developed Nations, *Education Work Relationship, Employment, Foreign Countries, Higher Education, Job Satisfaction, Life Events, Life Satisfaction, Personal Autonomy, Quality of Life, Role Perception, *Self Actualization, Self Concept, Self Determination, Self Evaluation (Individuals), *Unemployment, *Work Attitudes, *Young Adults
Identifiers—England, Germany
   A study explored how young adults experience control and exercise personal agency (self-determination) as they pass through periods of transition in education and training, work, unemployment, and in their personal lives. Data were gathered through structured questionnaires administered to at least 100 young adults from universities and companies, and among unemployed young people in each of these three contexts in two localities in Germany and one in England that were experiencing economic transformation. In addition, 21 group interviews were carried out involving 136 participants from these groups. First findings from the study showed that choice and uncertainty can be important dimensions in young adults' biographies in the current moment. Their experiences and actions are not exclusively determined by socializing and structural influences, but also involve elements of subjectivity, choice, and agency. The research is expected to contribute to understanding of the process involved in becoming independent and personally effective in different settings. It is also expected to add to the debate about the most effective ways to support transitions in early adult life. (Contains 19 references.) (KC)

ED 440 281   CE 080 046
Jagger, Nick Aston, Jane
Skills for a Competitive Future: A Survey for the Pharmaceutical Industry National Training Organisation. IES Report.
Sussex Univ., Brighton (England). Inst. for Employment Studies.
Report No. —IES-R-366; ISBN-1-85184-296-9
Pub Date—2000-00-00
Note—85p.
Available from—The Institute for Employment Studies, Mantell Building, Falmer, Brighton, BN1 9RF, United Kingdom (30 British pounds). Tel: +44 (0) 1273 686751; Fax: +44 (0) 1273 690430.
Pub Type— Numerical/Quantitative Data (110) — Reports - Research (143) — Tests/Questionnaires (160)
EDRS Price – MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—Developed Nations, Foreign Countries, *Job Skills, *Job Training, National Surveys, *Occupational Information, *Pharmaceutical Education, Pharmacists, Pharmacy, Postsecondary Education, *Recruitment
Identifiers—Great Britain
   This report focuses on a study that examined skills, recruitment, and training issues covering the whole pharmaceutical industry. It presents mailed survey material complemented and enhanced by a series of telephone interviews and focus groups. Chapter 1 is an introduction. Chapter 2 deals with the structure of the sector and reports background data on the size of the sector in terms of employment and research and development. Chapter 3 covers the survey sample and response and details how the sample was constructed, the pattern of response to the survey, any potential biases, and the results of a non-response analysis. Chapter 4 examines evidence from the survey relating to the National Training Targets, such as targets for adults and organizations. Chapter 5 covers a range of skills, recruitment, and training issues, in terms of subsectors of the pharmaceutical sector and in terms of educational levels. Chapter 6 deals with other train-

ing issues, such as barriers to training and non-pharmaceutical specific training. Chapter 7 examines evidence of the regional dimension of the pharmaceutical and biopharmaceutical sector and its skills and training issues. Chapter 8 uses data from the Higher Education Statistics Agency to examine how the higher education output relates to the sector. Chapter 9 contains the summary and recommendations. (Contains 12 references and a questionnaire.) (YLB)

ED 440 282   CE 080 047
Collins, Lisa
"But What Can I Do?" Helping Victims of Domestic Violence. Teacher to Teacher: Enhancing Adult Literacy in the State of Ohio.
Ohio State Literacy Resource Center, Kent.
Report No. —OLRC-039-300-023
Pub Date—2000-04-00
Note—7p.
Available from—Ohio Literacy Resource Center, Research 1, 1100 Summit St., P.O. Box 5190, Kent State University, Kent, OH 44242-0001. Tel: 800-765-2897 (Toll Free); Tel: 330-672-2007; Fax: 330-672-4841; e-mail: olrc@literacy.kent.edu; Web site: http://literacy.kent.edu. For full text: http://literacy.kent.edu/Oasis/Pubs/0300.htm.
Pub Type— Guides - Non-Classroom (055)
EDRS Price – MF01/PC01 Plus Postage.
Descriptors—Adult Basic Education, *Adult Educators, Adult Students, Attitude Change, Behavior Modification, Definitions, Educational Practices, *Family Violence, Guidelines, *Helping Relationship, Law Related Education, *Literacy Education, Postsecondary Education, *Statewide Planning, Student Evaluation, Teacher Education, *Teacher Role, Teacher Student Relationship
Identifiers—*Ohio
This newsletter, which is intended for adult literacy teachers throughout Ohio, consists of a single article: "'But What Can I Do?' Helping Victims of Domestic Violence" (Lisa Collins). The article begins with a series of statistics on domestic violence in the United States. Next, domestic violence is defined as an ongoing and often-escalating pattern of behavior in which abusers maintain control over victims through physical, sexual, emotional, or financial abuse. The three phases of the cycle of violence characterizing domestic violence (the tension-building, explosion, and honeymoon phases) are described along with the tactics that abusers generally use to maintain control over their victims. Presented next are 8 warning signs that can help teachers determine whether their students are victims of domestic violence and 14 immediate steps to help domestic violence victims in their struggle to escape being the target of partner violence. The remaining two sections of the article detail the various legal options (including three types of restraining orders) available to victims of domestic violence and guidelines for leaving abusive relationships when the abuser is still living in the victim's home and when the abuser has left the victim's home. (Contains 14 references and 3 additional resources.) (MN)

ED 440 283   CE 080 049
Pottmeyer, Denise L.
Adult Education Act Section 353 Report. Program Year 1998-1999. Ohio's ABLE (Adult Basic and Literacy Education).
Ohio State Dept. of Education, Columbus. Div. of Career-Technical and Adult Education.
Pub Date—2000-02-00
Note—150p.
Pub Type— Reference Materials - Directories/Catalogs (132)
EDRS Price – MF01/PC06 Plus Postage.
Descriptors—Adult Basic Education, *Adult Educators, *Adult Literacy, Compliance (Legal), Federal Legislation, Inservice Teacher Education, *Literacy Education, *Outcomes of Education, *Professional Development, Program Implementation, State Programs
Identifiers—353 Project, *Ohio
This report profiles Ohio projects developed under Section 353 of the Adult Education Act (P.L.

100-297) during the 1998-99 year. The projects are part of an initiative taken by the Ohio Department of Education, Division of Career-Technical and Adult Education, to develop and implement a structure and system that links professional development to program improvement, as measured by Ohio's Indicators of Program Quality. The report provides an overview of each of the funded projects that supports Ohio's efforts to develop individual growth and leadership in the field resulting in changed behavior and program improvements. Reports include the following information: grant recipient, grant allocation, project period, project director, project description and purpose, project outcomes for non-training and training activities, professional development activities, project impact, products developed (if applicable), project continuation or future implications, and conclusions and recommendations. Projects profiled in the report include 5 resource centers, 6 Southwest Ohio Individual and Consortia Projects, 16 special demonstration projects, and 6 state directors' meetings. Meeting agendas are attached. (KC)

ED 440 284   CE 080 054
Beginnings III: A Publication of Adult Student Writing of the Ohio Writers' Conference.
Ohio State Literacy Resource Center, Kent.
Pub Date—2000-04-07
Note—111p.
Available from—Ohio Literacy Resource Center, Research 1, 1100 Summit St., P.O. Box 5190, Kent State University, Kent, OH 44242-0001. Tel: 800-765-2897 (Toll Free); Tel: 330-672-2007; Fax: 330-672-4841; e-mail: olrc@literacy.kent.edu, Web site: http://literacy.kent.edu. For full text: http://literacy.kent.edu/Oasis/Pubs/Beginnings3/index.html.
Pub Type— Creative Works (030)
EDRS Price – MF01/PC05 Plus Postage.
Descriptors—Adult Basic Education, Adult Learning, *Adult Literacy, *Adult Students, Biographies, *Creative Writing, Essays, Family Life, *Literacy Education, Personal Narratives, Poetry, Reminiscence, Short Stories, State Programs, Student Attitudes, *Student Writing Models
Identifiers—*Ohio
This document contains 58 poems, essays, letters, personal narratives, reminiscences, and short stories that were selected from 255 entries submitted by 170 adult student writers in Ohio. The student-authored literary works, which adult educators can use in their adult literacy classrooms, are grouped under the following themes: family, learning, nature, feelings, and reminiscences. Among the titles included are the following: "Raising Special Children" (Sharon Sheppard-Scott); "I Finally See" (Sharon Harsh); "The Bloodshed of Our Children" (Vickie Hargraves); "Brittany's Brace" (Norma J. King); "Daddies" (Cindy Wright); "My Success" (Tracy Graham); "To Mommy's Little Angel, Rebecca" (Amy Chandler); "An Evening Death" (Toni White); "A Single Mother's Reward" (Sharon Cavell); "Su Ah and Hyun Ah" (Kum Sun Kim); "Innocence Taken" (Regina Mulkey); "An Unsolved Fire" (Karen S. Smith); "A Tribute to the Step-Up Experience" (Karen Bowman); "Never Give Up" (Ruan Luong); "Safety at Home" (Kathy Brooks); "My Life's Dream" (Nora Thomas); "The Greatness in Yourself" (Stacy Jones); "Santa's Wife a Missing" (Karen Safewright); "Angle of the Lake" (Phil Edwards); "Maybe Tomorrow I'll Find What I'm After (A Man in Search of a Love)" (Lonnie Littleton); "My Old Kentucky Home" (Glen A. Baldwin); "Ramadan" (Traci Cornist); "Sharecropping" (Harold Lester); "Christmas in Ukraine" (Zenia Kovalska); "Hair Day" (Norma J. King); and "Wildmen" (Ken Tallon). Concluding the document are biographies of the authors and a list of honorable mention winners. (MN)

ED 440 285   CE 080 055
Hillage, J. Uden, T. Aldridge, F. Eccles, J.
Adult Learning in England: A Review. IES Report 369.
National Inst. of Adult Continuing Education, Leicester (England).; Sussex Univ., Brighton (En-

gland). Inst. for Employment Studies.
Report No.—ISBN-1-85184-299-3
Pub Date—2000-00-00
Note—135p.
Available from—Grantham Book Services, Isaac Newton Way, Alma Park Industrial Estate, Grantham NG31 9SD, U.K. (25 pounds, plus 2 pounds post & packing).
Pub Type— Information Analyses (070)
EDRS Price – MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—*Access to Education, Adult Education, *Adult Learning, Adult Programs, Basic Skills, College Programs, Educational History, *Educational Needs, *Educational Opportunities, Educational Planning, *Educational Trends, *Enrollment Trends, Financial Support, Foreign Countries, Lifelong Learning, Outcomes of Education, Participation, Policy Formation, Postsecondary Education, Program Administration, Program Development, Public Policy, Trend Analysis
In England, adult education became widespread as industrialization fed the demand for popular democracy. A marked shift from practical to leisure-based adult education occurred after World War II. More recently, policymakers have acknowledged the broader aims of education, including social inclusion and creation of a learning society. More than 90% of adults in England consider learning very or fairly important. At any given time, one in seven adults are actively engaged in formal learning. The three main groups of obstacles deterring participation in adult learning are practical/material, structural, and attitudinal barriers. Recent skills audits in England highlight a deficit in basic and intermediate skills among adults. A range of measures to broaden the social profile of people participating in adult, further, and higher education have been introduced or proposed in recent years. The measures range from targeting certain groups to making fundamental changes in funding methods. Although the positive relationship between education level and financial rewards is clear at the individual level, the returns of education are more difficult to identify at the organizational level. (Eighteen tables/figures and a glossary are included. Contains a bibliography listing 147 references, a list of 24 useful Web sites, and an appendix containing additional data.) (MN)

ED 440 286   CE 080 056
Hughes, Katherine
Changing Directions: A Critical Look at the Future of Work and Unemployment. A Pack of Flexible and Immediately Usable Interaction Materials Offering a Wide Curriculum, for Use with Adults Concerned To Better Understand Changes in Society and To Make Positive Changes in Their Own Lives.
National Inst. of Adult Continuing Education, Leicester (England).
Report No. —ISBN-1-86201-059-5
Pub Date—2000-00-00
Note—178p.; With David Hitchcock, Carol Lushington, Ann Schofield, and Tom Sherry.
Available from—National Institute of Adult Continuing Education, 21 De Montfort Street, Leicester LE11 7GE, United Kingdom (40 pounds). Web site: http://www.niace.org.uk.
Pub Type— Guides - Classroom - Learner (051) — Guides - Classroom - Teacher (052)
EDRS Price – MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—Adult Education, Adult Learning, Behavioral Objectives, Career Change, Communication Skills, Democracy, *Economic Change, *Education Work Relationship, *Educational Needs, Educational Opportunities, Employment Interviews, *Employment Patterns, Financial Support, Foreign Countries, Income, Information Sources, Job Application, Job Search Methods, Job Training, *Labor Education, Labor Market, Learning Activities, Lifelong Learning, Mathematics Skills, Numeracy, Percentage, Records (Forms), Social Change, Statistics, Student Financial Aid, Tables (Da-

ta), Time Management, Trend Analysis, *Unemployment, Writing (Composition)
Identifiers—*Great Britain

This document, which is directed primarily at groups working with people who are unemployed, partly employed, or out of the workforce, contains materials for a course titled "Changing Directions" that is designed to help people make sense of contemporary changes in society and work while considering various ways to channel their creativity and social involvement. The materials are organized into seven units containing some or all of the following: introduction; fact sheets; discussion questions; learning activities; quizzes; and reference lists. The chapter titles are as follows: "The Future of Work"; "Unemployment"; "Communications and Democracy"; "Facing the Figures"; "Culture Is Ordinary"; "Identity and Resistance"; and "Challenging and Changing." The chapters on culture aim to sharpen awareness of language, open doors to new interests, value talents and interests already developed, and offer other forms of critiquing social processes. Appended are information sheets devoted to the following topics: finding jobs; job applications; preparing for interviews; training, retraining, and education; paying for education and training; sources of information; 20 alternative ways of spending time usefully; content of the course "Changing Directions"; example program; benefits participants have derived from the course; and useful addresses. (MN)

ED 440 287   CE 080 057

Distance Learning '99. Annual Conference on Distance Teaching and Learning (15th, Madison, Wisconsin, August 4-6, 1999). Proceedings.
Pub Date—1999-08-00
Note—486p.
Available from—Conference on Distance Teaching and Learning, University of Wisconsin-Madison, 1050 University Ave., B-136 Lathrop Hall, Madison, WI 53706-1386 ($25 plus 15% shipping). Tel: 608-265-4159.
Pub Type— Collected Works - Proceedings (021)
EDRS Price – MF02/PC20 Plus Postage.
Descriptors—Academic Advising, Academic Libraries, Academic Persistence, *Adult Learning, Adult Literacy, Bioethics, Business Education, Case Studies, College Faculty, Computer Networks, Computer Uses in Education, Constructivism (Learning), Counseling Techniques, Curriculum Development, *Delivery Systems, *Distance Education, Education Work Relationship, Educational Policy, Educational Research, *Educational Technology, Educationally Disadvantaged, Evaluation Methods, Foreign Countries, Futures (of Society), Graduate Study, High School Students, High Schools, Higher Education, Independent Study, Inservice Teacher Education, Interaction Process Analysis, Interdisciplinary Approach, Internet, Job Training, *Learning Processes, Literacy Education, Management Development, Military Personnel, Military Training, Nursing Education, Online Systems, Open Universities, Politics of Education, Professional Development, Program Evaluation, School Business Relationship, Small Businesses, Student Evaluation, Student Motivation, Systems Approach, Teacher Student Relationship, Telecommunications, Teleconferencing, Time Management, World Wide Web
Identifiers—Air Force, Canada, Educational Marketing, Intranets, National Guard, United Kingdom, United States

This document contains 71 papers and 11 workshop presentations on distance teaching and learning from a conference on educational research. The following are among the papers included: "Bridging Distances and Differences" (Nancy Anderson); "The Role of Site Directors in Faculty and Student Success" (Edith M. Barnett, Jeanie P. Kline); "Potential Benefits and Limitations of Investing in Telelearning" (Silvia Bartolic-Zlomislic); "Discussion Diagrams: A Method for Illustrating and Quantifying the Interactive Environment of Distance-Based On-Line Courses" (Kathryn A. Bickel); "Using Distance Technology in Professional Devel-

opment and Training" (Donald A. Bille); "The National Guard Distributed Learning Initiative: A Systems Approach" (Craig Bond, Fred Poker, Joseph Pugh); "The Use of Learning Technologies in Modern Business Organizations" (Theresa J. Bowen); "Designing a Web-Based Program in Clinical Bioethics: Strategies and Procedures" (Elizabeth Buchanan, Nancy Morris); "Interactive Satellite Training: More Than Just a Talking Head" (Melissa Buscho, Beth Knutson); "The Assessment of Distance Learning Evaluations" (Matthew V. Champagne, Robert A. Wisher, Jennifer L. Pawluk, Christina K. Curnow); "Creating Accessible Content for the World Wide Web and Distance Education" (Wendy Chisholm); "Constructivist Approach to Satellite Instruction" (Tom Cody, Andrew Kerr); "Using a Collaborative Model of Instruction for the Development of a Distance Education Course and Faculty Training" (Simone Conceicao-Runlee, Ann Hains, Patricia Caro, Rosemary Lehman, Bruce Dewey); "Developing Learner Self-Direction in a Webcentric Learning Environment" (Rita-Marie Conrad); "Evolution of Distance Delivery in a 10-University Consortium Providing a Nurse Practitioner Program" (Betty Cragg, Suzanne Doucette); "Piloting the Psychosocial Model of Faculty Development" (Patricia Cravener); "Strategies for Online Student Learning and Advising" (Shirley M. Davis, Christopher Reese); "How the Internet Will Change How We Learn" (William A. Draves); "Virtual Conversations: A Modest Means for Engaging Faculty at a Distance" (Margarete Epstein); "Transforming Faculty for Distance Learning" (Nancy Franklin, Donald E. Kaufman); "The Care and Feeding of an Online MBA Consortium" (Corbett Gaulden, Jr., Darcy W. Hardy, Jennifer Rees); "Distance Learning Instructor Training" (John H. Gebhardt); "Fine Tuning Interactive Delivery for High School Students in a Rapidly Growing College and Distance Learning System" (Ron J. Hammond); "The Virtual Teacher and the Classroom of the Future" (Richard A. Harrison); "Collaboration Tools" (Denise L. Henderson, Linda B. Ryder); and "Strategies for Addressing 'Cut-and-Paste' Plagiarism in Networked Environments" (Lisa Janicke Hinchliffe). (MN)

ED 440 288   CE 080 058

Scarbrough, Mary An Sullivan, Margaret, Ed.
Integrating Vocational and Academic Studies: What Three High Schools in Delaware Are Doing. High Schools That Work.
Southern Regional Education Board, Atlanta, GA.
Spons Agency—Department of Education, Washington, DC.; DeWitt Wallace/Reader's Digest Fund, Pleasantville, NY.
Pub Date—1995-00-00
Note—65p.
Available from—Southern Regional Education Board, 592 Tenth Street, N.W., Atlanta, GA 30318-5790 (Order No. 95V04, $2.50). Tel: 404-875-9211, Fax: 404-872-1477, Web site: http://www.sreb.org.
Pub Type— Reports - Descriptive (141)
EDRS Price – MF01/PC03 Plus Postage.
Descriptors—*Academic Education, Career Choice, Career Education, Case Studies, Curriculum Development, Educational Practices, High Schools, *Integrated Curriculum, Job Search Methods, Models, Research Reports, School Districts, Student Developed Materials, *Student Projects, Suburban Schools, Technical Education, Technical Writing, Urban Areas, Urban Education, *Vocational Education, Work Experience Programs, Writing (Composition)
Identifiers—*New Castle County School District DE

The New Castle County Vocational-Technical School District in Wilmington, Delaware, has made great strides in integrating academic and vocational studies by adopting a "project" approach to integrated learning. Students at the district's high schools are involved in a variety of real-life projects aimed at advancing technical knowledge and skills. Delcastle Technical High School has developed the following three projects integrating academic and vocational studies: exploratory manual (students produce exploratory manuals while exploring

career opportunities and developing job search skills); senior magazine project (students develop "trade" journals in their field of study); and cooperative work manual (students develop technical English skills by producing manuals documenting their work in their chosen occupational field). Seniors at Hodgson Vocational-Technical High School complete a senior project exhibition of achievement that combines the following elements: student-centered, career based research paper; applied product; and formal oral presentation before an audience. Howard High School of Technology's students complete a 4-year work experience called Quest for Quality, which helps them develop academic, personal, and group interaction skills. The projects have helped raise student achievement significantly. (Twenty exhibits are included.) (MN)

ED 440 289   CE 080 061

Title IV-E-IL: Adolescent Living Skills. Final Report, FFY 1999.
Minnesota State Dept. of Human Services, St. Paul. Div. of Family and Children's Serivces.
Spons Agency—Administration for Children and Families (DHHS), Washington, DC.
Pub Date—1999-12-31
Contract—01-9801-MN1420
Note—96p.
Pub Type— Reports - Descriptive (141) — Reports - Evaluative (142)
EDRS Price – MF01/PC04 Plus Postage.
Descriptors—Adolescents, Client Characteristics (Human Services), Conventional Instruction, Counseling Services, Daily Living Skills, Education Work Relationship, Educational Legislation, Family Programs, Federal Legislation, Federal State Relationship, Followup Studies, *Foster Care, High Risk Students, *Independent Living, Informal Education, Interpersonal Competence, Newsletters, Outcomes of Education, Program Costs, Program Effectiveness, Program Evaluation, Program Implementation, Questionnaires, Records (Forms), Regional Planning, School Counseling, Secondary Education, Skill Development, Special Needs Students, State Surveys, Statewide Planning, Transitional Programs, *Vocational Education, *Youth Programs
Identifiers—*Minnesota, Social Security Act Title IV E

Minnesota divides its Title IV-E-IL allocation among three components of a statewide program titled Support for Emancipation and Living Functionally (SELF). SELF is a state-supervised, county-implemented program based on the premise that youth in substitute (foster) care are at significant risk of not making a successful transition to independent living as young adults. SELF program activities address these youths' unique need to develop the practical and interpersonal skills required to attain critical educational and vocational goals. Direct services provided through SELF range from skill building sessions on budgeting to development of interpersonal competence through a variety of formal and informal learning environments and techniques designed to engage youth. Indirect services include training foster parents and group home workers, purchasing resource materials, and recruiting mentors. Significant 1999 program highlights include the following: addition of state-funded transitional housing services to five Title IV-E-IL-funded regional independent living skills programs; addition of a third day to the annual Youth in Transition Conference; work with three metropolitan counties to guide expansion or revision of their SELF programming; and longitudinal follow-up of 911 clients served by the program in 1991. (Thirty-five tables/figures are included. Appended are state data collection and evaluation forms and three SELF newsletters.) (MN)

ED 440 290   CE 080 063

Minnesota Youthbuild Program Overview, 1999.
Minnesota State Dept. of Economic Security, St.

Paul.
Pub Date—2000-01-00
Note—21p.
Available from—Workforce Services Branch/Office of Youth Development, Minnesota Department of Economic Security, 390 North Robert Street, St. Paul, MN 55101. Tel: 651-296-6064; Tel: 800-456-8519 (Toll Free); Tel: 651-296-2796 (TTD/TTY).
Pub Type— Reports - Descriptive (141)
EDRS Price – MF01/PC01 Plus Postage.
Descriptors—Adolescents, Agency Cooperation, Building Trades, Career Education, Case Studies, Conservation (Environment), Crime Prevention, Disadvantaged Youth, *Education Work Relationship, Educational Quality, Financial Support, High Risk Students, High School Equivalency Programs, High Schools, Housing, Neighborhoods, Out of School Youth, Outcomes of Education, Participant Characteristics, Program Costs, Program Effectiveness, Program Implementation, Service Learning, Standards, State Programs, *Statewide Planning, *Trade and Industrial Education, *Work Experience Programs, Young Adults, Youth Employment, Youth Programs
Identifiers—General Educational Development Tests, *Minnesota
Minnesota's Youthbuild program helps at-risk youths gain useful job skills while building safe, affordable housing in their neighborhoods and working toward their high school diploma or General Educational Development (GED) certificate. In 1999, the Minnesota Legislature appropriated 751,000 dollars per year in Youthbuild funds. The program demonstrates substantial leveraging of matching funds through its coordination with local community, housing, educational, and law enforcement agencies; unions; technical schools; and court services. Youthbuild's quality and compliance with state statutes and labor laws are ensured through regular site visits by representatives of Minnesota's Department of Economic Security. Because it targets youths involved with the criminal justice system and gangs, Youthbuild is not just an excellent school-to-work transition model but also a model program for restorative justice. In 1999, Youthbuild served 399 young people who constructed or renovated 530 units of affordable housing. According to follow-up data collected over 5 years, 70 percent of Youthbuild participants eventually obtained their high school diploma or GED certificate. Participants also improved their leadership skills and self-esteem and reduced their negative attitudes and behaviors regarding school, work, and social interactions. (Case studies of 12 Youthbuild sites throughout Minnesota and a table detailing participants' characteristics and outcomes are included.) (MN)

ED 440 291   CE 080 064
Summer Youth Report, 1999.
Minnesota State Dept. of Economic Security, St. Paul.
Pub Date—2000-01-00
Note—55p.
Available from—Office of Youth Development, Minnesota Department of Economic Security, 390 North Robert Street, St. Paul, MN 55101. Tel: 651-296-6064; Tel: 800-456-8519 (Toll Free); Tel: 651-296-2796 (TDD/TTY); e-mail: ktracy@ngwmail.des.state.mn.us; e-mail: phicks@ngwmail.des.state.mn.us.
Pub Type— Reports - Descriptive (141)
EDRS Price – MF01/PC03 Plus Postage.
Descriptors—Academic Education, Adolescents, Agency Cooperation, Attitude Change, *Career Education, Conservation (Environment), County Programs, Crime Prevention, Delinquency, Disabilities, Disadvantaged Youth, Education Work Relationship, Educational Attitudes, Educational Objectives, Employment Programs, Enrollment Rate, Job Placement, Job Skills, Job Training, Linking Agents, Outcomes of Education, Partnerships in Education, Private Sector, Problem Solving, Program Effectiveness, Rural Areas, Rural Education, Secondary Education, Skill Development, Special Needs Students, State Programs, *State-

wide Planning, *Summer Programs, Urban Areas, Urban Education, Work Experience Programs, *Youth Employment, Youth Programs
Identifiers—Job Training Partnership Act 1982 Title IIB, *Minnesota, *Summer Youth Employment Program
This document presents 1999 outcome information for Minnesota's Summer Youth Employment and Training Programs (SYETPs). The document begins with a summary of statewide outcome information for the SYETPs, which served a total of 4,644 youths under Job Training Partnership Act Title IIB and 2,993 youths through the Minnesota Youth Program at an average cost per participant of $1,088. Presented next are two tables detailing 1999 service levels to disadvantaged youth in Minneapolis and St. Paul, which provided services to a total of 630 and 440 disadvantaged youths, respectively. The next 18 sections of the document summarize 1999 SYETP outcomes for Minnesota's 18 service delivery areas (SDAs). Each summary includes some or all of the following: program outcomes in the SDA; summaries of activities in the categories of work experience/work-based learning, academic enrichment, connecting school to work, linking with youth-serving agencies, private sector initiatives, and crime prevention strategies; and findings from participating youths' evaluation of the program. Concluding the document are summaries of the 1999 activities of the Residential Conservation Work Program for Hearing-Impaired Youth and the Youth Employment Solutions Office, which is responsible for promoting Minnesota's many workforce center programs to employers and young people. (MN)

ED 440 292   CE 080 065
Harris, Howard
Defining the Future or Reliving the Past? Unions, Employers, and the Challenge of Workplace Learning. Information Series No. 380.
ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, OH.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—2000-00-00
Contract—ED-99-CO-0013
Note—70p.
Available from—Center on Education and Training for Employment, Center Publications, 1900 Kenny Road, Columbus, OH 43210-1090 (Order No. IN380, $8.50). Tel: 614-292-4277; Tel: 800-848-4815, ext. 24277 (Toll Free); Fax: 614-292-1260; Web site: http://cete.org/products/index.html. For full text: http://www.ericacve.org/fulltext.asp.
Pub Type— ERIC Publications (071) — Opinion Papers (120)
EDRS Price – MF01/PC03 Plus Postage.
Descriptors—Adult Education, Adult Learning, Case Studies, *Corporate Education, Economic Change, *Education Work Relationship, Educational History, Educational Needs, Educational Objectives, Educational Policy, Educational Research, *Educational Trends, Employer Employee Relationship, Employment Practices, Human Capital, *Industrial Training, Innovation, Job Training, Labor Force Development, Lifelong Learning, Literature Reviews, Needs Assessment, Organizational Change, Organizational Development, Partnerships in Education, Private Sector, Research Needs, *School Business Relationship, State of the Art Reviews, Training Methods, Trend Analysis, *Unions, Work Environment
Identifiers—*Learning Organizations
This document examines the current state of workplace learning within the context of the changing workplace of the late 20th century. The document begins with an overview of the evolution of employer-dominated training from Taylorism to the rise of human resource development during the late 1970s and 1980s. The development of the concepts of organizational learning and learning organizations is examined, and the differences between traditional training and training in learning organizations are highlighted. Also discussed are the extent of workplace organization in the United

States, the current scope of private sector training and organizational learning, and the relationship between the purpose and implementation of training. The need for worker-centered learning is explained, and the uneasy ties between worker's education and adult education are explored. Examples of specific training initiatives of organized labor in the auto industry and elsewhere are used to consider the question of whether labor's participation in the design and delivery of workplace learning changes its scope and nature. The need for solid quantitative and qualitative research to determine whether organizational learning is compatible with the competitive demands of global free enterprise and whether worker-centered learning is a viable alternative to organizational learning is emphasized. (Contains 143 references.) (MN)

ED 440 293   CE 080 066
Custer, Rodney L. Schell, John McAlister, Brian D. Scott, John L. Hoepfl, Marie
Using Authentic Assessment in Vocational Education. Information Series No. 381.
ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, OH.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—2000-00-00
Contract—ED-99-CO-0013
Note—86p.
Available from—Center on Education and Training for Employment, 1900 Kenny Road, Columbus, OH 43210-1090 (Order No. IN381, $9.75). Tel: 800-848-4815, ext. 24277 (Toll Free); Fax: 614-292-1260; Web site: http://cete.org/products/index.html. For full text: http://www.ericacve.org/fulltext.asp.
Pub Type— Collected Works - General (020) — ERIC Publications (071)
EDRS Price – MF01/PC04 Plus Postage.
Descriptors—*Constructivism (Learning), *Education Work Relationship, Educational Assessment, Educational Research, Evaluation Methods, Learning Theories, *Performance Based Assessment, Postsecondary Education, Secondary Education, Self Evaluation (Individuals), *Student Evaluation, *Vocational Education
This guide addresses various aspects of authentic assessment as it is used in vocational education. The guide contains five chapters, each written by different authors. Following an overview and definitions of terms by Rodney L. Custer, John W. Schell discusses the theoretical foundations of authentic assessment, reviewing psychological, cognitive, and sociological views of learning. The chapter provides an extended example of an authentic assessment practice that connects authentic teaching, learning, and assessment with learning theory. In Chapter 3, Brian McAlister's literature review explores the questions of the inherent value of authentic assessment and its effectiveness in promoting learning. The chapter presents the claims made on behalf of authentic assessment and the research evidence related to those claims. In Chapter 4, John Scott details authentic assessment strategies and tools, including those that students can use to assess their own learning. In the concluding chapter, Marie Hoepfl discusses federal and state initiatives for using authentic assessment, presenting the issues, obstacles, and challenges surrounding its use on a large scale. (Contains 106 references.) (KC)

ED 440 294   CE 080 067
Marsick, Victoria, J. Bitterman, Jeanne van der Veen, Ruud
From the Learning Organization to Learning Communities: Toward a Learning Society. Information Series No. 382.
ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, OH.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—2000-00-00
Contract—ED-99-CO-0013
Note—72p.
Available from—Center on Education and Training for Employment, 1900 Kenny Road, Co-

lumbus, OH 4321-1090 (Order No. IN382, $8.50). Tel: 800-848-4815, ext. 24277 (Toll Free); Fax: 614-292-1260, Web site: http://cete.org/products/index.html. For full text: http://www.ericacve.org/fulltext.asp.
Pub Type— Collected Works - General (020) — ERIC Publications (071)
EDRS Price – MF01/PC03 Plus Postage.
Descriptors—Adult Basic Education, *Adult Education, Adult Educators, *Adult Learning, Andragogy, *Community Change, Educational Attitudes, *Learning Theories, *Organizations (Groups), Politics, Teacher Role
Identifiers—*Learning Communities, *Learning Organizations, Learning Society
This paper explores a common assumption: that education must be made an open, interconnected chain of learning opportunities, available to people from cradle to grave, i.e., a "learning society." Learning is examined in the following three distinct, but interrelated, domains: the domain of work; the domain of the community; and the domain of politics. The focus is on the following four key elements of the learning process: collaboration; communication; critical thinking; and creativity. The paper is organized into five chapters. Following an introductory chapter discussing purpose and definitions, Victoria Marsick explores the concept of the learning organization, looking at the organizational learning process and ways to facilitate learning for the organization as a system and for individuals in the system. In the third chapter, Jeanne Bitterman takes up the larger entity of the learning community, using theories and models such as social learning, situational cognition, and communities of practice to describe ways to develop group learning and communicative competence. The potential of the learning society is then examined by Ruud van der Veen, who describes changes in the domain of politics and the learning of political systems. The chapter also addresses the role of adult educators in helping citizens learn how to take effective political action. The final chapter draws conclusions about the nature of collective learning and raises questions for future research and practice. (Contains 137 references.) (KC)

ED 440 295   CE 080 068
Losh, Charles L.
Using Skill Standards for Vocational-Technical Education Curriculum Development. Information Series No. 383.
ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, OH.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—2000-00-00
Contract—ED-99-CO-0013
Note—60p.
Available from—Center on Education and Training for Employment, 1900 Kenny Road, Columbus, OH 43210-1090 (Order No. IN383, $8.50). Tel: 800-848-4815, ext. 24277 (Toll Free); Fax: 614-292-1260; Web site: http://cete.org/products/index.html. For full text: http://www.ericacve.org/fulltext.asp.
Pub Type— Guides - Non-Classroom (055) — ERIC Publications (071)
EDRS Price – MF01/PC03 Plus Postage.
Descriptors—Competence, Criterion Referenced Tests, *Curriculum Development, *Job Skills, *National Standards, *Performance Based Assessment, Postsecondary Education, Secondary Education, *State Standards, Technical Education, *Vocational Education
Identifiers—*Scenarios
This guide provides assistance to state and local vocational-technical educators in the development of curriculum that is based on national and state skill standards that use workplace-derived measures of competent performance to prepare students for the work world. The guide begins with guidelines for determining the usefulness of existing standards sets, including criteria for evaluating their validity, the performance indicators used, the credibility of the developers, and civil rights concerns. The following typical steps in the process of developing standards-based curriculum are then discussed: (1) conduct a needs analysis; (2) obtain a

set of national, state, or business-industry skill standards; (3) establish a program advisory committee; (4) review the skill standards set to identify vocational-technical program content; (5) develop an assessment process and instrumentation; (6) develop, adapt, or adopt instructional materials; and (7) review and revise curriculum on an ongoing basis. The last section of the guide describes how to develop scenario-based instruction through the use of a scenario planner and development and review rubric. Appendixes contain sample skill standards, model scenarios, a checklist for instructional and assessment criteria, a sample scenario planner, and a blank master. (Contains 22 references.) (KC)

ED 440 296   CE 080 069
Stein, David
The New Meaning of Retirement. ERIC Digest No. 217.
ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, OH.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No. —EDO-CE-00-217
Pub Date—2000-00-00
Contract—ED-99-CO-0013
Note—4p.
Available from—Center on Education and Training for Employment, 1900 Kenny Rd., Columbus, OH 43210. For full text: http://www.ericacve.org/fulltext.asp.
Pub Type— ERIC Publications (071) — ERIC Digests in Full Text (073)
EDRS Price – MF01/PC01 Plus Postage.
Descriptors—*Adult Education, Education Work Relationship, *Educational Needs, Educational Research, Educational Trends, Employer Employee Relationship, *Futures (of Society), *Older Adults, Postsecondary Education, Research Needs, *Retirement, *Work Attitudes
Identifiers—ERIC Digests
The 21st century may become known as the era of lifelong learning and lifelong working. Retirement, the end stage of a linear working life, may be replaced with a learning, working, leisure, working, learning life cycle. Forced retirements and early retirement incentives have contributed to the decline of expertise in the workplace. Inflation, increasing health care costs, and inadequate pensions are propelling older adults to remain in or reenter the workforce past the traditional retirement age. Retirement as permanent separation from the workplace is being replaced with the idea of bridge employment. (Bridging is a form of partial retirement in which an older worker alternates periods of disengagement from the workplace with periods of temporary, part-time, occasional, or self-employed work; the key aspect of bridging is that it is work in other than a career job.) With declining birthrates and an anticipated shortage of new entrants to the workforce, early retirement will become an issue for organizations to explore. Organizations will need to assess the consequences to profits and productivity of encouraging talented and wise elders to exit the workforce. Organizations need to rethink allocating opportunities to older workers as well as changing the attitudes and expectations of managers and younger employees toward an increasing number of older workers. For the adult education sector, the older worker will be viewed as an active agent negotiating various roles within the workplace. An investigation of the meaning of work in the lives of older workers is fertile ground for adult education research and provision. (Contains 28 references.) (KC)

ED 440 297   CE 080 070
Imel, Susan
International Perspectives on Adult Education. Trends and Issues Alert No. 14.
ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, OH.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—2000-00-00
Contract—ED-99-CO-0013
Note—4p.
Available from—Center for Education and Training for Employment, 1900 Kenny Rd., Colum-

bus, OH 43210. For full text: http://www.ericacve.org/fulltext.asp.
Pub Type— ERIC Publications (071) — Reference Materials - Bibliographies (131)
EDRS Price – MF01/PC01 Plus Postage.
Descriptors—Adult Basic Education, *Adult Education, Comparative Education, Developed Nations, Developing Nations, Ecology, *Educational Attitudes, Educational Change, *Educational Philosophy, Educational Practices, Educational Trends, Foreign Countries, Futures (of Society), *Global Approach, Holistic Approach, Human Capital, International Education, Lifelong Learning, Postsecondary Education, Sustainable Development
A number of perspectives on adult education are evident in the international literature, with publications from the Fifth International Conference on Adult Education held in Hamburg, Germany, in July 1997, a particularly rich source of information. A clear trend in the conference and the documents it produced was the critical importance of adult education and adult learning "for fostering ecologically sustainable development; for promoting democracy, justice, gender equity, and scientific, social, and economic development; and for building a world in which violent conflict is replaced by dialogue and a culture of peace based on justice." Publications from the conference discuss roles for adult education in achieving these goals. Lifelong learning is another clear trend in international publications; however, many policies related to lifelong learning emphasize economic issues that focus on human capital rather than social issues, a potentially negative influence on adult education. Globalization is another trend in the international literature of adult education. Globalization involves a shift toward a more global perspective and the breaking down of differences between and among nations. Issues for adult educators related to globalization are similar to those related to lifelong learning. Because it is based on economic changes, globalization emphasizes a human resource development perspective. At issue for adult educators is how to include a more holistic perspective of education into an environment that focuses on economic issues rather than on human values. (This report contains an annotated bibliography listing 17 resources.) (KC)

ED 440 298   CE 080 071
Wonacott, Michael E.
Vocational Education Research Trends. Trends and Issues Alert No. 15.
ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, OH.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—2000-00-00
Contract—ED-99-CO-0013
Note—4p.
Available from—Center for Education and Training for Employment, 1900 Kenny Rd., Columbus, OH 43210. For full text: http://www.ericacve.org/fulltext.asp.
Pub Type— ERIC Publications (071) — Reference Materials - Bibliographies (131)
EDRS Price – MF01/PC01 Plus Postage.
Descriptors—Action Research, Comparative Education, Cooperative Education, Critical Theory, Developed Nations, *Education Work Relationship, *Educational Research, *Outcomes of Education, Postsecondary Education, *Research Methodology, *Research Needs, Secondary Education, Teacher Researchers, *Vocational Education
Vocational education research seeks to answer one form or another of a fundamental question: How can we best prepare youth and adults for today's workplace? Comprehensive national and international research programs typically attempt to ask and answer larger forms of that question. Recurring themes in the United States reflect change—what skills workers need for the changing workplace and what vocational education should provide them. In Europe and Australia, attention is focused more on the impact of research on policy, decision-making, and return on investment. Most other research focuses on the specifics of occupational

areas in vocational education, including a focus on attitudes toward agricultural education and teaching strategies in business education. One recurring theme in research across all occupational areas is the call for further research, particularly research in cooperative education. Although quantitative methods still play a major role in research, other research approaches and methods are still being recommended, particularly action research, reflective practice, critical theory and critical research, and a complementary combination of qualitative and quantitative research on the returns to vocational education. Other approaches include Delphi survey, concept mapping, and context-input-process-product, although case studies are the most common. Questions for future vocational education research include exploring the reason for different research emphases and different themes in various countries. (An annotated bibliography contains 27 resources.) (KC)

ED 440 299   CE 080 072

Kerka, Sandra

Career Certificates: High Quality and Cutting Edge? Trends and Issues Alert No. 16.

ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, OH.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—2000-00-00

Contract—ED-99-CO-0013

Note—4p.

Available from—For full text: http://www.ericacve.org/fulltext.asp.

Pub Type— ERIC Publications (071) — Reference Materials - Bibliographies (131)

EDRS Price – MF01/PC01 Plus Postage.

Descriptors—Adult Students, Career Education, Curriculum Development, Distance Education, *Educational Certificates, *Job Skills, Postsecondary Education, Program Development, Proprietary Schools, *Quality Control, *Relevance (Education), Skill Development, *Student Certification

Certificates are a valuable new currency in the information economy. Through a postbaccalaureate or postmaster's certificate, adults acquire market-demanded competencies in a short time. Many certificate-seekers are currently employed adults looking for focused, flexible, interdisciplinary, and highly relevant education opportunities. Certificate programs may be introductions to adult students considering entering degree programs, the foundation for further training, or a follow-up to previous training. The most popular certificate programs are those related to health care and information technology. Adult learners with specific goals and multiple responsibilities are fueling demand for distance delivery. While colleges and universities have almost doubled the number of distance subbaccalaureate certificate programs, almost 50 percent of graduate certificate programs have no distance offerings. For-profit virtual institutions are rushing to fill this gap. Some certificates are tied to industry and professional standards, but there is no comprehensive quality assurance system for certificate programs similar to that for college degrees. Since relevancy of course content is a critical issue in short-term programs, institutions offering certificates should have in place a process to revise or retire programs no longer in alignment with workplace needs and a fast-track approval process. (Contains 23 annotated resources.) (YLB)

ED 440 300   CE 080 074

Economic Impact Analysis. Project Report.

Literacy Volunteers of America, Inc., Syracuse, NY.

Pub Date—1999-08-03

Note—101p.; "The project team has been a partnership between A.T. Kearney and LVA (Literacy Volunteers of America), with assistance from the Extended Support Team." Pages 47-52

not available.

Pub Type— Numerical/Quantitative Data (110) — Reports - Evaluative (142)

EDRS Price – MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Adult Basic Education, Basic Skills, Cost Effectiveness, *Economic Impact, *Literacy Education, National Programs, Program Effectiveness, Program Evaluation, Tutors, Volunteers

Identifiers—*Literacy Volunteers of America Inc

A study determined the economic impact of each dollar invested in Literacy Volunteers of America, Inc. (LVA). The analysis included 217 interviews, 165 in New York and 52 in Wisconsin; analysis of economic impact; and statistical validation and analysis. For every dollar spent by LVA, the value created (return) to the overall economy was a multiple of approximately 11 and ranged from 5-41. Tutors improved the multiple to 33 by donating their time, and the range improved to 15-125. The economic impact ratio was approximately consistent between New York and Wisconsin but varied somewhat, depending on the goals and outcomes of students. Overall, students were very satisfied with the economic improvements they had realized as a result of LVA's efforts. Students also experienced significant improvements in their basic skills, as well as in their roles as parents, citizens, and employees. LVA was the primary source of the improvements in most aspects of students' lives. Learners acquired survival skills, participated more actively in their children's education, enhanced their employment skills, showed a significant increase in job satisfaction, and became more involved in their communities. Numerous graphs are provided throughout. (Contains an 11-item bibliography.) (YLB)

ED 440 301   CE 080 077

Bingman, Mary Beth Ebert, Olga

"I've Come a Long Way": Learner-Identified Outcomes of Participation in Adult Literacy Programs. NCSALL Reports #13.

National Center for the Study of Adult Learning and Literacy, Boston, MA.

Spons Agency—National Inst. on Postsecondary Education, Libraries, and Lifelong Learning (ED/OERI), Washington, DC.

Pub Date—2000-02-00

Contract—R309B960002

Note—184p.

Available from—National Center for the Study of Adult Learning and Literacy/World Education, Attn: Sam Gordenstein, 44 Farnsworth Street, Boston, MA 02210-1211 (No. 13, $10). Web site: http://gseweb.harvard.edu/~ncsall.

Pub Type— Reports - Research (143)

EDRS Price – MF01/PC08 Plus Postage.

Descriptors—Adult Basic Education, *Adult Literacy, *Adult Students, *Literacy Education, *Outcomes of Education, Participation, *Self Concept

Identifiers—Tennessee

A study explored how 10 Tennessee adult literacy students define the meaning and outcomes of their participation in adult education programs in the context of their lives. The primary source of data was the extended recorded conversations about participants' lives before and after enrollment in adult literacy programs. Interviews, usually conducted in participants' homes, covered their adult education experiences, family and work lives, childhoods and earlier schooling, and the changes in their lives that they attributed to adult education participation. Findings indicated all participants had been employed; only one was currently dependent on public assistance; and all nine who had children reported being involved in their children's education. Nine participants reported acquiring new literacy skills; for eight, these new skills in reading, writing, and computation led to changes in the ways they use literacy in their lives. Changes were in the practical everyday activities; increased access to and understanding of expository text; and more extensive reading. Participants described positive changes in their sense of self, a strong sense of accomplishment, and a new and stronger voice or new opportunities to express themselves. (Appen-

dixes include interview protocols, and participant profiles.) (Contains 68 references.) (YLB)

ED 440 302   CE 080 078

Rudd, Rima E. Colton, Tayla Schacht, Robin

An Overview of Medical and Public Health Literature Addressing Literacy Issues: An Annotated Bibliography. NCSALL Reports #14.

National Center for the Study of Adult Learning and Literacy, Boston, MA.

Spons Agency—National Inst. on Postsecondary Education, Libraries, and Lifelong Learning (ED/OERI), Washington, DC.

Pub Date—2000-01-00

Contract—R309B960002

Note—69p.

Available from—National Center for the Study of Adult Learning and Literacy/World Education, Attn: Sam Gordenstein, 44 Farnsworth Street, Boston, MA 02210-1211 (No. 14, $10). Web site: http://gseweb.harvard.edu/~ncsall.

Pub Type— Reference Materials - Bibliographies (131)

EDRS Price – MF01/PC03 Plus Postage.

Descriptors—Access to Information, Adult Basic Education, *Adult Literacy, Annotated Bibliographies, Functional Literacy, *Health, *Health Education, Health Services, Illiteracy, *Literacy Education, *Patient Education, Patients, Program Descriptions, Readability, *Well Being

This report presents results from a computer-assisted search of the medical and public health literature published between 1990-99 that addressed literacy issues in health care and in health promotion education. Following a brief introduction on the subject of health and literacy, the literature search methods are described and the choice of citation categories is discussed. Finally, an annotated bibliography is presented for articles meeting the inclusion requirements. The bibliography includes 242 citations that are arranged in the following categorical groups: (1) links between literacy and health; (2) literacy levels of patients, clients, or program participants; (3) match between reading ability and written materials; (4) functional literacy and institutional settings; (5) materials assessments; (6) research tools for assessing health literacy; (7) program descriptions; and (8) guidelines for practice. For each article, this information is provided, as relevant: author(s); date of publication; title; journal title; volume; and pagination. (YLB)

ED 440 303   CE 080 079

Tyler, John H. Murnane, Richard J. Willett, John B.

Cognitive Skills Matter in the Labor Market, Even for School Dropouts. NCSALL Reports #15.

National Center for the Study of Adult Learning and Literacy, Boston, MA.

Spons Agency—National Inst. on Postsecondary Education, Libraries, and Lifelong Learning (ED/OERI), Washington, DC.; Rockefeller Foundation, New York, NY.; Russell Sage Foundation, New York, NY.; Spencer Foundation, Chicago, IL.

Pub Date—2000-04-00

Contract—R309B960002

Note—31p.

Available from—National Center for the Study of Adult Learning and Literacy/World Education, Attn: Sam Gordenstein, 44 Farnsworth Street, Boston, MA 02210-1211 (No. 15, $5). Web site: http://gseweb.harvard.edu/~ncsall.

Pub Type— Reports - Research (143)

EDRS Price – MF01/PC02 Plus Postage.

Descriptors—Dropout Characteristics, Dropout Research, *Dropouts, *Education Work Relationship, Educational Benefits, Educational Status Comparison, Ethnicity, High School Equivalency Programs, Outcomes of Education, *Racial Differences, Rewards, *Sex Differences, *Thinking Skills, *Wages

Identifiers—Florida, General Educational Development Tests, New York

A study examined evidence of any labor market payoff for school dropouts and if they acquire cognitive skills, and studied whether the payoff differs

by gender and race/ethnicity. It analyzed data containing information on the universe of school dropouts in New York and Florida who took the General Educational Development (GED) exams between 1986-90 and were aged 16-21 when they last took those exams. The data—basic demographic information and GED test scores—were merged with Social Security taxable annual earnings via Social Security Numbers. Labor market earnings were measured 5 years after dropouts last attempted the GED exams. Results, based on earnings of 21-26 year-old dropouts who attempted the GED exams in Florida and New York in 1986-90, showed the average annual earnings levels of young dropouts were quite low; in the labor market of the early 1990s, young high school dropouts could expect higher annual earnings if they had higher levels of basic cognitive skills; and females and minority group members had greater returns. The significant economic return to modest skill differences among minority male dropouts shed light on a puzzle in the random-assignment evaluation of the Perry Pre-School Program. (YLB)

ED 440 304   CE 080 080

Ilgen, Daniel R., Ed. Pulakos, Elaine D., Ed.

The Changing Nature of Performance: Implications for Staffing, Motivation, and Development. Frontiers of Industrial and Organizational Psychology.

Report No.—ISBN-0-7879-4625-7

Pub Date—1999-00-00

Note—452p.; Foreword by Sheldon Zedeck. Series sponsored by the Society for Industrial and Organizational Psychology, Inc., A Division of the American Psychological Association.

Available from—Jossey-Bass Inc., Publishers, 350 Sansome Street, San Francisco, CA 94104 ($48.95). Tel: 415-433-1740; Fax: 800-605-2665 (Toll Free); Web site: http://www.jossey-bass.com.

Pub Type— Books (010) — Collected Works - General (020)

Document Not Available from EDRS.

Descriptors—Adult Education, *Change, Employee Attitudes, Job Development, *Job Performance, Job Training, Leadership, Lifelong Learning, Motivation, Personnel Evaluation, Personnel Management, *Personnel Selection, Staff Development, Standards, Teamwork, *Technology, Work Attitudes, Work Environment

This volume provides a discussion of the relationship between the changing nature of work and the understanding, measurement, and influence of human performance. Chapter 1, Employee Performance in Today's Organizations (Daniel R. Ilgen, Elaine D. Pulakos), introduces seven key changes in the nature of work—changes in technology, job design, type of workforce, training methodology, external control, leadership, and work structure—and how they affect job performance and the following three emphasized human resource domains: staffing, motivation, and training and development. The remainder of the book elaborates on performance in organizations from two perspectives. The seven chapters in part 1 describe in detail the seven key changes that are strongly influencing work and work settings and discuss their implications for performance: "Technology and Performance" (Beryl Hesketh, Andrew Neal); "Performance Assessment in Unique Jobs" (Stephan J. Motowidlo, Mark J. Schmit); "Contingent Employees: Individual and Organizational Considerations" (Charles L. Hulin, Theresa M. Glomb); "Continuous Learning" (Manuel London, Edward M. Mone); "Customer-Driven Employee Performance" (David E. Bowen, David A. Waldman); "Leadership and the Changing Nature of Performance" (Robert G. Lord, Wendy Gradwohl Smith); and "Developing Adaptive Teams: A Theory of Compilation and Performance Across Levels and Time" (Steve W. J. Kozlowski, Stanley M. Gulley, Earl R. Nason, Eleanor M Smith). Taking the conditions described in Chapters 2-8 as givens, part 2—chapters 9-11—shifts the focus to the three human resource processes in which performance and performance measurement are central: "The Challenge of Staffing a Postindustrial Workplace" (Kevin R. Murphy); "Managing

Work Role Performance: Challenges for Twenty-First-Century Organizations and Their Employees" (Patrice R. Murphy, Susan E. Jackson); and "Performance and Employee Development" (Kurt Kraiger). Part 3 is Chapter 12, "The Definition and Measurement of Performance in the New Age" (John P. Campbell). Throughout the book, the authors frequently rely on Campbell's model of performance. Campbell examines the conditions described in Chapters 2-8 and reacts to them. He also examines the effects on the human resource process discussed in Part 2 as they relate to the ability to cope with the changing nature of performance at work. Name and subject indexes are appended. (YLB)

ED 440 305   CE 080 081

Evans, Norman, Ed.

Experiential Learning around the World: Employability and the Global Economy. Higher Education Policy Series, 52.

Report No.—ISBN-1-85302-736-7

Pub Date—2000-00-00

Note—222p.; Published by Jessica Kingsley Publishers, Ltd., London, England.

Available from—Taylor and Francis, Inc., 325 Chestnut Street, Philadelphia, PA 19106 ($37.95). Tel: 800-821-8321 (Toll Free); Web site: http://www.jkp.com.

Pub Type— Books (010) — Collected Works - General (020)

Document Not Available from EDRS.

Descriptors—*Adult Learning, Developed Nations, Developing Nations, Employment Potential, *Experiential Learning, Foreign Countries, Global Approach, *Informal Assessment, International Educational Exchange, *Postsecondary Education, Program Effectiveness, Student Evaluation

Identifiers—Australia, Canada, England, France, Ireland, New Zealand, Scotland, South Africa, United States

This comprehensive study explores the chronological and geographical expansion of the assessment of adult and experiential learning—known as AP(E)L—around the world. The authors describe and compare initiatives in their own countries and their effectiveness at the levels of government, educational institutions, and employment. They highlight AP(E)L's essential role in the adaptation of higher education to the competitive global market. The 11 chapters are "AP(E)L: Why? Where? How? Setting the International Scene" (Norman Evans); "Recognizing Learning Outside of Schools in the United States of America" (Morris T. Keeton); "The Evolution of AP(E)L in England" (Norman Evans); "Canada: The Story of Prior Learning Assessment and Recognition" (Deborah Blower); "France: The Story of La Validation des Acquis (Recognition of Experiential Learning" (Michel Feutrie); "Scotland: The Story of the Assessment of Prior Experiential Learning" (Norman Sharp, Fiona Reeve, Ruth Whittaker); "The Republic of Ireland: The Story of the Assessment of Prior Experiential Learning" (Denis McGrath); "The Recognition of Prior Learning in Australia: An Ambivalent Relationship with the Academy, Competency-Based Education, and the Market" (Rick Flowers, Geof Hawke); "Recognition of Prior Learning: The Promise and the Reality for New Zealanders" (Phil Ker, Mary Melrose, Maureen Reid); "Learning Assessment in South Africa" (Yunus Ballim, Rahmat Omar, Alan Ralphs); and "2000 Plus?" (Norman Evans). (Subject and name indexes are appended.) (YLB)

ED 440 306   CE 080 084

Hughes, Katherine

Older and Bolder: Materials for People Who Want To Become More Involved, Have a Voice and Go on Learning.

Oxford Univ. (England). Ruskin Coll.

Pub Date—1999-05-00

Note—206p.; Revised second edition of "It's Never Too Late to Learn!" (1993) by Katherine Hughes with Alison Soskice, Debbie McIlveen, Liz Moore, Ruskin Agewell Group and Bullingdon Community Centre. "Made possible by the generous funding of Better Govern-

ment for Older People."

Available from—Older and Bolder, Ruskin College, Walton Street, Oxford OX1 2HE England (10 British pounds, 2 pounds postage and packing).

Pub Type— Guides - Non-Classroom (055)

EDRS Price – MF01/PC09 Plus Postage.

Descriptors—Adult Education, *Aging (Individuals), Citizenship Education, *Creative Writing, Foreign Countries, Health, Instructional Materials, Learning Activities, Lifelong Learning, Listening Skills, *Older Adults, *Recreational Reading, *Reminiscence, *Self Esteem

Identifiers—Great Britain

This pack of materials is a tool to help older people who have had few or negative past learning experiences begin to value themselves and what they have to offer. The activities, aimed at promoting confidence, participation, new interests, and friendships, are intended for self-organized groups with no professional experience—part of Better Government or Older and Bolder networks, Age Concern, trade unions, action groups, sheltered accommodation, and community centers. The pack is divided into self-contained topic areas, each of which offers a range of materials that includes warm-ups, activities, and extracts and some ideas about how they might be used. The 11 chapters address the following topic areas: running a group; listening skills; myths about aging; skills for growing bolder; better government for older people; services and information; raising the issues; health; creative writing; reading for pleasure; and reminiscence. Appendixes include a list of 47 addresses of useful organizations and a list of nine European contacts on education and aging. (YLB)

ED 440 307   CE 080 090

Corporate Involvement in Education: Achieving Our National Education Priorities. The Seven Priorities of the U.S. Department of Education.

Department of Education, Washington, DC.

Pub Date—2000-04-00

Note—30p.

Available from—For full text: http://www.ed.gov/offices/OIIA/OIA.

Pub Type— Opinion Papers (120) — Reports - Descriptive (141)

EDRS Price – MF01/PC02 Plus Postage.

Descriptors—*Academic Standards, *Business Responsibility, *Education Work Relationship, *Educational Improvement, Elementary Secondary Education, *Futures (of Society), *School Business Relationship

Identifiers—America Reads Challenge, Technology Innovation Challenge Grant Program

This packet contains a series of seven four-page brochures describing the seven national education priorities of the U.S. Department of Education and how business can become involved in achieving each standard. Each brochure includes a discussion of the standard profiled, suggestions for its applicability to business, and examples of how businesses are implementing programs to promote the standards. The seven standards discussed in the series are labelled: (1) High Standards for Achievement; (2) America Counts Program; (3) Reading Independence: America Reads Challenge; (4) Technology: America's Technology Challenge; (5) Safe and Drug-Free Schools; (6) Teacher Preparation Programs; and (7) College Readiness: Think College Early Programs. (KC)

CG

ED 440 308   CG 029 779

Hubert, Mike

Yakima School District Comprehensive Counseling and Guidance Program.

Pub Date—2000-03-00

Note—34p.; Presented at the Spring Conference of the Washington School Counselor Associa-

tion (Olympia, WA, March 2000).

Pub Type— Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price – MF01/PC02 Plus Postage.

Descriptors—*Comprehensive Programs, Elementary School Students, Elementary Secondary Education, Evaluation Methods, *School Counseling, *School Guidance, Secondary School Students, Social Influences, Violence

Identifiers—*Yakima Public School District WA

Faced with increased exposure to violence, a number of choices, and a deterioration of support systems, many students feel powerless. Students need help dealing with these issues within the context of society. Recent developments in K-12 school guidance and counseling argue for the establishment of comprehensive, developmental counseling and guidance programs as the most effective means of organizing the work of school counselors. These guidance programs are proactive service delivery models to foster attainment of developmentally appropriate skills and competencies in support of higher academic student achievement. This paper documents the development of a guidance program evaluation infrastructure in the Washington State Yakima School District. It discusses the development of specific evaluation components central to the guidance program. Among the lessons learned from program implementation are that most school counselors do not receive program evaluation training during their pre-service education; and principals must be informed about both the benefits of evaluating the guidance programs before the program begins and how much time this will take from the counselor. The paper also includes a timeline for implementation of the program, program goals, comparison data with national standards for school counseling programs, bylaws for advisory council, and a list of evaluation activities. (JDM)

ED 440 309   CG 029 809

Liddell, Keith Norris, William Zinanni, Tim

Improving Student Behavior.

Pub Date—1999-11-00

Note—97p.; Action Research Project, Saint Xavier University and IRI/Skylight.

Pub Type— Dissertations/Theses (040) — Tests/Questionnaires (160)

EDRS Price – MF01/PC04 Plus Postage.

Descriptors—Behavior Change, *Behavior Modification, *Behavior Problems, *Cooperative Learning, Discipline, Elementary Education, Interpersonal Competence, *Intervention, *Student Behavior

Identifiers—*Team Building

This document describes various discipline procedures adopted with the intent of modifying inappropriate student behavior. The targeted population consisted of one fourth grade physical education class, one fifth grade physical education class, and one eighth grade industrial technology class. The study documented the problem of student misbehavior through data that was collected by observation checklists, test scores, questionnaires, and surveys. These tools revealed inappropriate behavior, time outs, and instruction time off task. After reviewing solution strategies from the literature and completing data collection, the following interventions were implemented: the incorporation of cooperative learning and team building instructional techniques, social skill instruction, and positive discipline strategies. Results indicate that at Site A, the intervention proved inconclusive. At Site B, based on the presentation and analysis of the data on student surveys, the students showed an improvement in their behavior and social skills and cooperative lessons worked to help with the students' social skills. The intervention at Site C had mixed results. Based on the student survey, the intervention had a positive effect on student behavior. Researchers at Site C also reported that the intervention helped eliminate negative behavior during cooperative activities. The paper concludes that the cooperative learning aspect of this intervention had a larger positive effect than did the positive discipline aspect. (Contains 32 references and 27 appendixes.) (GCP)

ED 440 310   CG 029 811

Easterling, Kathleen G.

Approaches by School Counselors To Enhance the Self-Concept of High School Students: A Review of Related Literature.

Pub Date—1998-04-00

Note—16p.

Pub Type— Information Analyses (070)

EDRS Price – MF01/PC01 Plus Postage.

Descriptors—*Academic Achievement, Group Counseling, High School Students, High Schools, Parent Participation, *School Counselors, *Self Concept, *Student Participation

This paper reviews the relevant literature on approaches by school counselors to enhance the self-concept of high school students. Seventeen journal articles and five microfiche articles published over a period of five years, between 1991 and 1996, were examined. These reviewed sources were identified through an ERIC search. In an attempt to present a balanced review, both surveys and experimental studies are included. The review is organized into the following subheadings: Parental Awareness, Academic Achievement, Student Programs, and Group Counseling Programs. Much of the research showed no significant relationship between sexual activity or teen parenting and self-esteem. A negative correlation was found between eating disorders and positive self-concept. The research on academic achievement and family situation in regard to self-concept appears to be contradictory. Some researchers found a significant correlation, while others found no correlation. The author notes that continued study in this area would clarify which results are accurate, thereby increasing the data used by school counselors to help enhance the self-concepts of high school students. (Contains 21 references.) (GCP)

ED 440 311   CG 029 828

Lemire, David

Spirituality and Multicultural Counseling: A Generic Model and Discussion.

Pub Date—1999-00-00

Note—15p.

Pub Type— Reports - Descriptive (141) — Tests/Questionnaires (160)

EDRS Price – MF01/PC01 Plus Postage.

Descriptors—*Beliefs, Cognitive Development, Counseling Psychology, *Cultural Pluralism, *Individual Development, Models, Self Efficacy, *Spirituality

Identifiers—Multicultural Counseling, *Spiritual Development

Spirituality is an important aspect of counseling. This paper identifies spirituality as a task that is a journey universal to human beings. It presents a taxonomy of spirituality/consciousness developed by Render and Lemire, postulating five levels of taxonomy: self, others, groups, the world, and cosmic. These levels apply across cultural, racial, and ethnic lines and are used to conceptualize the spiritual journey as a five-step process. Step One—Describe the Wound—refers to the counseling issues that are still affecting the individual. The counselor acts as a coach, teacher, mentor, and surrogate parent in the healing relationship. Step Two—Outline the Journey—describes the direction of the path to individuation. Step Three—Attempts to Individuation—explains the efforts and outcomes of initiatives. Step Four—Struggles—involves the understanding of the struggles that take place in life and how the outcomes occurred. Step Five—Individuation/Individuating—refers to how resolutions were made of the struggles. Counselors dealing with multicultural issues can use the five-step model since this approach to spirituality crosses ethnic, cultural, national, and gender lines. The model describes a process with principles of growth and healing for all human beings. (JDM)

ED 440 312   CG 029 829

Tramonte, Michael R.

Helping Children, Adolescents, and Families Cope during/after a Disaster.

Pub Date—2000-03-29

Note—35p.; Paper presented at the Annual Convention of the National Association of School

Psychologists (32nd, New Orleans, LA, March 28-April 1, 2000).

Pub Type— Guides - Non-Classroom (055) — Speeches/Meeting Papers (150)

EDRS Price – MF01/PC02 Plus Postage.

Descriptors—Adolescents, Children, Coping, Counseling Techniques, *Crisis Intervention, Elementary Secondary Education, *Emergency Programs, Family Relationship, *Mental Health, *Natural Disasters, *School Psychologists, Violence

Identifiers—Red Cross

This paper and accompanying workshop address the changing and expanding role of school psychologists resulting from disasters and increasing violence in schools and communities. The objectives of this workshop were: to encourage school psychologists to expand their roles to include crisis intervention as an essential part of their service deliveries; to help school psychologists develop more expertise in helping children, adolescents, and families cope during, and in the aftermath of, a disaster; to share information about disasters in general and the experiences of a Red Cross mental health disaster volunteer; and to provide participants with an opportunity to introspect about their feelings in dealing with several types of disasters. The paper includes step-by-step guidelines and suggestions for school counselors on topics including, "The Four Phases of Disaster," "Disaster Mental Health (DMH)," "Principles To Follow for Providing Services to Children and Families," "Attachment and Separation Theory," "Ways Parents Can Support Their Children during/after a Disaster," "Three Ways To Help Children Cope with Disaster," "School Psychologists as Consultants to Educators," and "Group Crisis Intervention." (Contains 25 references.) (GCP)

ED 440 313   CG 029 830

Juhnke, Gerald A.

Addressing School Violence Practical Strategies & Interventions.

ERIC Clearinghouse on Counseling and Student Services, Greensboro, NC.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—ISBN-1-56109-089-1

Pub Date—2000-00-00

Contract—ED-99-CO-0014

Note—87p.

Available from—ERIC Counseling and Student Services Clearinghouse, University of North Carolina at Greensboro, 201 Ferguson Building, P.O. Box 26171, Greensboro, NC 27402-6171. Tel: 336-334-4114; Tel: 800-414-9769 (Toll Free); Fax: 336-334-4116; e-mail: ericcass@uncg.edu; Web site: http://ericcass.uncg.edu.

Pub Type— Books (010) — Guides - Non-Classroom (055) — ERIC Publications (071)

EDRS Price – MF01/PC04 Plus Postage.

Descriptors—Check Lists, Counselor Role, Elementary Secondary Education, *Evaluation, *High Risk Students, Intervention, Models, School Counselors, Systems Approach, Victims of Crime, *Violence

Identifiers—Debriefing

This book, designed for school counselors, provides information on identifying potentially violent youth, working with victims of school violence, and preparing schools to deal with violence. Chapter one, "Assessment and Diagnosis with Violent and Potentially Violent Students," describes the importance of assessment and diagnosis. It provides readers a succinct, practitioner-relevant foundation for later chapters. Chapter two, "The VIOLENT STUdent Scale: A Semistructured Clinical Interview for Assessing Potentially Violent Students," discusses the three key challenges faced by school counselors. It also describes the VIOLENT STUdent Scale, an instrument that provides school counselors with a data-based semi-structured interview that uses pre-established questions and renders general clinical recommendations based upon student engendered responses. The third chapter, "Using a Systems of Care Approach with Potentially Violent Students," goes beyond the identification of potentially violent students to

describe a systems of care approach with concomitant integrated interventions for students who, though at risk, do not warrant placement in a restricted environment. Chapter four, "Using an Adapted Debriefing Model with School Violence Survivors" (Gerald A. Juhnke, Brian M. Gmutza, Joseph P. Jordan, and Matthew Fearrington), describes a post-violence debriefing model which can be used by mental health professionals affiliated with schools or working with school age children to address needs and concerns of students and parents related to school violence. The fifth chapter, "A Checklist To Assess School Violence Preparedness," describes a pre-violence checklist. The final chapter, "School Violence: Where Do We Go From Here?" describes future initiatives related to curbing school violence and promoting school safety. Each chapter includes a list of questions and a list of references. (MKA)

ED 440 314 CG 029 832

The South Carolina Comprehensive Developmental Guidance and Counseling Program Model: A Guide for School Counseling Programs, Prekindergarten-Twelfth Grade.

South Carolina State Dept. of Education, Columbia.

Pub Date—1999-10-00

Note—123p.

Available from—South Carolina State Dept. of Education, 1429 Senate St., Room 602-B, Columbia, SC 29201.

Pub Type— Guides - Non-Classroom (055) — Tests/Questionnaires (160)

EDRS Price – MF01/PC05 Plus Postage.

Descriptors—Career Counseling, Career Guidance, Elementary Secondary Education, Models, Preschool Education, Program Development, *School Counseling, *School Counselors, State Curriculum Guides

Identifiers—South Carolina Department of Education

This guidebook describes a comprehensive program model that can be used as a planning guide for districts, schools, and school counselors as they develop and implement comprehensive guidance and counseling programs. It is intended for counselors, teachers, principals, administrators, and Boards of Education to help them set goals for their students. The guidebook's purpose is to communicate to professionals the planning, development, implementation, and assessment of school guidance and counseling programs that support the personal, social, educational, and career development of all students, prekindergarten through grade twelve. At the elementary level, the guidance program emphasizes decision making, skill development, awareness, and beginning exploration of future educational and occupational possibilities. Middle school guidance focuses on the rapidly changing needs of young adolescents. For high school students, the program focuses on assisting students in developing realistic and fulfilling life plans. The comprehensive guidance program organizes the work of counselors into activities and services. The Table of Contents includes the following sections: (1) "Basis for Counseling Program Model"; (2) "Comprehensive Developmental Guidance and Counseling Model"; (3) "Roles and Responsibilities of School Counselors"; (4) "Program Development Cycle"; (5) "Guidance Curriculum Standards for Student Development"; (6) "Evaluating a Comprehensive Developmental Guidance and Counseling Program"; (7) "Appendices"; and (8) "References." (Contains 30 references.) (JDM)

ED 440 315 CG 029 833

Thornberry, Terence P. Wei, Evelyn H. Stouthamer-Loeber, Magda Van Dyke, Joyce

Teenage Fatherhood and Delinquent Behavior. Juvenile Justice Bulletin.

Department of Justice, Washington, DC. Office of Juvenile Justice and Delinquency Prevention.

Spons Agency—National Inst. on Drug Abuse (DHHS/PHS), Rockville, MD.; National Inst. of Mental Health (DHEW), Rockville, MD.;

National Science Foundation, Arlington, VA.

Report No. —NCJ-178899

Pub Date—2000-01-00

Contract—96-MU-FX-0014, 96-MU-FX-0012

Note—9p.

Available from—Juvenile Justice Clearinghouse, P.O. Box 6000, Rockville, MD 20849-6000. Tel: 800-638-8736 (Toll Free); Fax: 301-519-5212.

Pub Type— Reports - Research (143)

EDRS Price – MF01/PC01 Plus Postage.

Descriptors—*Adolescent Behavior, *Adolescent Development, Adolescents, At Risk Persons, Behavior Problems, *Delinquency, *Early Parenthood, *Fathers, Longitudinal Studies, Secondary Education, *Urban Youth

This report highlights two studies that are part of the Program of Research on the Causes and Correlates of Delinquency sponsored by the Office of Juvenile Justice and Delinquency Prevention (OJJDP). The Rochester Youth Development Study and the Pittsburgh Youth Study have tracked a sample of urban males through their teenage years. These studies provide an assessment of the significant risk factors for teenage paternity, specifically the role of delinquency in early fatherhood. These risk factors come from a wide range of domains, including race, area characteristics, family structural position, parental stress, school, early sexual activity, peers, individual characteristics, and deviant behaviors. The consistency of agreement in the Pittsburgh and Rochester studies reinforces the conclusion that, while there is no single explanation or decisive risk factor for teen fatherhood, early delinquency is one of the most significant risk factors for becoming a teen father. Each study also reports additional findings concerning cumulative risk and the impact of teen fatherhood on subsequent delinquency. The Rochester study shows that an accumulation of risk factors dramatically heightens a boy's risk of becoming a teen father, while the Pittsburgh study finds that the impact of becoming a teen father may spur even greater delinquency. (GCP)

ED 440 316 CG 029 835

Paris, Norma Jean

Children's Responses to Psychological Maltreatment in Fairy Tales.

Pub Date—1999-04-00

Note—21p.; Paper presented at the Annual Convention of the National Association of School Psychologists (32nd, New Orleans, LA, March 28-April 1, 2000).

Pub Type— Information Analyses (070) — Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price – MF01/PC01 Plus Postage.

Descriptors—*Childhood Attitudes, Elementary Education, *Emotional Abuse, *Fairy Tales, *School Psychologists, *Student Reaction

This paper presents and discusses the responses of a class of first-grade students and a class of fourth-grade students to the elements of psychological maltreatment in the fairy tales "Cinderella" and "The Twelve Months." Responses of the first-grade students indicate that both boys and girls felt that the fairy tale heroine let herself be treated badly because she was nice. When asked what they would have done if they were treated like that, the responses of the female students indicated that they believed that being nice would set things right in the end. However, the boys indicated that their reactions to mistreatment would be to strive to defend themselves rather than to passively accept their circumstances. Responses of the fourth-grade students indicated that they felt that the fairy tale heroine let herself be treated badly because she was not only nice but she was also powerless. When asked what they would have done if they were treated like that, both boys and girls thought that they would strive to defend themselves or would actively seek to change their circumstances. The study has practical applications in that it appears that fairy tales can be used as a resource for raising children's awareness of the elements of psychological maltreatment. The paper also includes a discussion of the theoretical frameworks thought to be important in explaining the importance and impact of fairy tales, including psy-

choanalytic, social-learning, behavioral, and feminist viewpoints. (Contains 26 references.) (GCP)

ED 440 317 CG 029 847

Coombs-Richardson, Rita

Violence in Schools: Causation and Prevention.

Pub Date—2000-04-00

Note—13p.; Paper presented at the Annual Convention of the National Association of School Psychologists (32nd, New Orleans, LA, March 28-April 1, 2000).

Pub Type— Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price – MF01/PC01 Plus Postage.

Descriptors—*Antisocial Behavior, *At Risk Persons, Biological Influences, Child Abuse, Early Intervention, *Educational Environment, Elementary Secondary Education, Influences, Prevention, *Schools, Sex Differences, *Violence

This paper examines the elements leading to school violence in order to propose strategies to help achieve a peaceful school climate. It states that there is evidence that the brain of violent individuals seems to reveal abnormalities. Brain pathology and genetic vulnerability are only two components that may cause individuals to become antisocial and violent. Although males cause most of the violent acts in schools, violent behavior among females is escalating. Risk factors that may lead male and female youth to violent behavior include: coming from a family with a history of criminal violence, being abused, belonging to a gang, and abusing drugs or alcohol. Schools are responding with zero tolerance policies, security measures involving police and security guards, simulations of shooting drills, and conflict resolution/social skills instruction. The preventive measures of early intervention programs and parent training offer hope to help curb the violence. The paper concludes that teachers need the support of counselors and school psychologists to implement violence prevention programs. Reducing class size and personalizing education also would help give students what they need. Working towards a cooperative climate where disagreements can be resolved in a rational way will help establish positive relationships among students and teachers. (Contains 18 references.) (JDM)

ED 440 318 CG 029 848

Webb, Nancy Boyd, Ed.

Play Therapy with Children in Crisis: Individual, Group, and Family Treatment. Second Edition.

Report No.—ISBN-1-57230-485-5

Pub Date—1999-00-00

Note—506p.; Foreword by Lenore Terr.

Available from—Guilford Press, 72 Spring St., New York, NY 10012 ($46). Tel: 800-365-7006 (Toll Free); Web site: http://www.guilford.com.

Pub Type— Books (010) — Collected Works - General (020)

Document Not Available from EDRS.

Descriptors—Art Therapy, *Children, Counseling Effectiveness, *Counseling Techniques, *Crisis Intervention, Environmental Influences, Helping Relationship, *Nonverbal Communication, Play Therapy

Identifiers—Solution Focused Brief Therapy, Terrorism Survivors, Traumas

Children have not yet developed the coping mechanisms of adults, and it is difficult for them to verbally communicate their needs. Practitioners increasingly recognize the usefulness of nonverbal communication methods to help these children. This revised and updated casebook and text focuses on treatment of children who have experienced crises resulting from psychological, physical, or environmental events, such the violence of war or terrorist acts. This edition notes that managed care has emerged a controlling factor in the treatment planning for children. Counselors have learned to utilize short-term, intermittent, and group therapy to help children recover from their exposure to crisis. Although traditional one-on-one interventions continue to be appropriate for children who have experienced severe circumstances such as suicide in the family or multiple traumas, many children can benefit from briefer methods. The book presents

case studies in a two-column format that gives readers content of therapy sessions, along with clinician's accompanying thoughts and rationale for intervention. Chapters include literature reviews, case summaries, assessment and treatment plans, and questions for discussion. It demonstrates a variety of play therapy methods such as art, story telling, group art activities, and games, and provides examples of the power of play as a means of symbolic communication. A reference section follows each chapter. (Contains a list of resources and an index.) (JDM)

ED 440 319   CG 029 850

Smith, Craig, Ed. Nylund, David, Ed.

Narrative Therapies with Children and Adolescents.

Report No.—ISBN-1-57230-576-2

Pub Date—1997-00-00

Note—469p.; Foreword by Melissa Elliott Griffith.

Available from—Guilford Press, 72 Spring St., New York, NY 10012 (hardcover: ISBN-1-57230-253-4, $39.95; paperback: ISBN-1-57230-576-2, $24.95). Tel: 800-365-7006 (Toll Free); Web site: http://www.guilford.com.

Pub Type— Books (010) — Collected Works - General (020)

Document Not Available from EDRS.

Descriptors—*Adolescents, Attention Deficit Disorders, Case Studies, *Children, Cooperation, Drama, Family Relationship, Mothers, Play Therapy, Sexual Abuse, Sexuality, Substance Abuse

Identifiers—*Narrative Therapy

Through transcripts and case examples this book explores how drama, art, play, and humor can be used to engage children of different ages in therapy and to honor their idiosyncratic language, knowledge, and perspectives. Chapters are: (1) "Introduction: Comparing Traditional Therapies with Narrative Approaches" (C. Smith); (2) "'I Am a Bear': Discovering Discoveries" (D. Epston); (3) "'Catch the Little Fish': Therapy Utilizing Narrative, Drama, and Dramatic Play with Young Children" (P. Barragar-Dunne); (4) "Narrative Therapy and Family Support: Strengthening the Mother's Voice in Working with Families with Infants and Toddlers" (P. Sax); (5) "Lists" (J. H. Freedman and G. Combs); (6) "Miserere Nobis: A Choir of Small and Big Voices in Despair" (T. Andersen); (7) "Destination Grump Station—Getting Off the Grump Bus" (D. H. Lobovits and J. C. Freeman); (8) "Listening with Your 'Heart Ears' and Other Ways Young People Can Escape the Effects of Sexual Abuse" (J. Adams-Westcott and C. Dobbins); (9) "From Imposition to Collaboration: Generating Stories of Competence" (K. Stacey); (10) "Collaborative Conversations with Children: Country Clothes and City Clothes" (H. Anderson and S. Levin); (11) "Attention Deficit Disorder: Therapy with a Shoddily Built Construct" (L. Law); (12) "From 'Cold Care' to 'Warm Care': Challenging the Discourses of Mothers and Adolescents" (K. Weingarten); (13) "Re-Considering Memory: Re-Remembering Lost Identities Back toward Re-Membered Selves" (S. Madigan with commentary by L. Grieves); (14) "Voices of Political Resistance: Young Women's Co-Research on Anti-Depression" (D. Nylund and K. Ceske); (15) "Sex, Drugs, and Postmodern Therapy: A Teen Finds Her Voice" (T. Hicks); (16) "Re-Authoring Problem Identities: Small Victories with Young Persons Captured by Substance Misuse" (C. Sanders); and (17) "Tales Told out of School" (L. Berndt, V. C. Dickerson, and J. L. Zimmerman). (MKA)

ED 440 320   CG 029 851

Bodine, Jaynell Cope Olivarez, Arturo, Jr. Ponticell, Judith A.

Adjudicated Students' Perceptions of Ideal Teacher Characteristics.

Pub Date—2000-01-00

Note—36p.; Paper presented at the Annual Meeting of the Southwest Educational Research As-

sociation (Dallas, TX, January 27-29, 2000).

Pub Type— Reports - Research (143) — Speeches/Meeting Papers (150) — Tests/Questionnaires (160)

EDRS Price – MF01/PC02 Plus Postage.

Descriptors—*Adolescents, *Criminals, *Learning, *Males, *Perception, Secondary Education, *Teacher Characteristics, Teacher Effectiveness, Teacher Student Relationship

Identifiers—Pupil Control Ideology Form

Certain teacher behaviors have been found to be conducive to learning or reinforcing for learning, while other behaviors have been found detrimental to learning. Humanism in teacher/pupil control orientation has been found to promote more positive attitudes toward teachers, and custodialism has been found to produce more negative attitudes toward teachers. These foundations have led to two questions: what teacher behaviors do male adjudicated adolescent students believe are conducive to student learning, and what teacher pupil control orientation do male adjudicated adolescent students perceive as most desirable for creating the best learning environment. In this study, male adjudicated adolescents 12 to 21 years old (N=104), who were receiving education services within residential facilities, completed a survey instrument consisting of a verbal frequency scale, an open-ended question, and an adaptation of the Pupil Control Ideology Form. Results indicate that adjudicated students' positive and negative perceptions support the results of prior research with the exception of "rewards" and "supervises." Supervision was perceived in a more positive manner, and reward was seen as less positive than in previous studies. Analysis of the instrument found little consistency of pattern in responses. Appendix A is "Form PCI"; Appendix B is "Descriptive Statistics for 10-Item PCI Scale: Comparative Results of 2 Studies"; and Appendix C provides the instrument used in the study. (Contains 7 tables, 3 figures, and 42 references.) (MKA)

ED 440 321   CG 029 852

Schiappa, David Beaulieu, Sheri Wilczenski, Felicia Bontrager, Terry

School Psychology Consultation from the Consultee's Perspective.

Pub Date—2000-03-00

Note—8p.; Paper presented at the Annual Convention of the National Association of School Psychologists (New Orleans, LA, March 28-April 1, 2000). Study supported by a Rhode Island College Faculty Research Grant.

Pub Type— Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price – MF01/PC01 Plus Postage.

Descriptors—Classroom Techniques, Competence, *Consultants, Cooperation, Counselor Role, Elementary Secondary Education, Intervention, Needs, *School Psychologists, *Teachers

School psychology consultants are confronted with consultees who must learn to take advantage of the consultation process for their own ends. This study explored teachers' subjective experiences of being consultees receiving services from school psychologists. Ten teachers were interviewed about five categories of consultee learning needs. Results show a recurring theme regarding the efficacy of school psychology consultation: the practicality of classroom interventions designed to remediate student difficulties. Teachers voiced concern about the design and implementation of these classroom interventions. It is important that school psychologists anticipate this issue as a learning need. School psychologists should work to reduce the perception of an expert model of consultation. Teachers need to be encouraged to assert themselves as equal partners in collaborative problem solving. Part of the role and responsibility of the school psychologist, therefore, is to empower teachers in using consultation effectively to meet their needs. The study has implications for school psychologists as consultants in becoming sensitive facilitators of consultation relationships and in enhancing problem-solving collaboration with classroom teachers. (MKA)

ED 440 322   CG 029 856

Tramonte, Michael R.

Implementing NOVA's Group Crisis Intervention Model in Multicultural School Settings.

Pub Date—2000-03-29

Note—30p.; Paper presented at the Annual Convention of the National Association of School Psychologists (New Orleans, LA, March 28-April 1, 2000).

Pub Type— Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price – MF01/PC02 Plus Postage.

Descriptors—*Crisis Intervention, *Cross Cultural Training, Cultural Pluralism, Elementary Secondary Education, Emergency Programs, *Helping Relationship, *School Psychologists, Victims of Crime, Violence, Workshops

Identifiers—Service Delivery Assessment, Survivors

With the increasing diversity of the United States population, there is a growing awareness of the need for culturally specific responses to help survivors of disasters and violence. When school psychologists are called upon to intervene, they need to be able to link survivors to support systems. In order to provide services to survivors of culturally diverse contexts, a crisis intervention model that takes into consideration culturally diverse backgrounds is needed. This paper describes a paradigm, the NOVA model of group crisis intervention, which has been successfully implemented by the National Association of School Psychologists National Emergency Assistance Team in alliance with the National Organization of Victim Assistance (NOVA), and includes cultural considerations in its design. The paper outlines a workshop to help explain use of the NOVA design in a multicultural setting. The workshop objectives are: (1) to understand how culture impacts one's perspective of trauma and all of its related aspects; (2) to learn about the NOVA model and how it can be implemented successfully in a multicultural school setting; and (3) to reflect and become more cognizant of one's own individual, family, and cultural perspectives concerning human tragedies. (Contains 43 references.) (JDM)

ED 440 323   CG 029 857

Bartlett, Alyssa Brackin, Taryn Chubb, Jamie Covata, Sandy Ferguson, Liz Hinckley, Adele Hodges, Jilda Liberati, Cheryl Tornetta, Jonette Chambliss, Catherine

Correcting Media Mis-Education: The Portrayal of Smokers and Smoking in Top Grossing Films.

Pub Date—2000-00-00

Note—12p.

Pub Type— Reports - Research (143)

EDRS Price – MF01/PC01 Plus Postage.

Descriptors—Age Differences, *Films, *Mass Media Effects, Physical Attractiveness, Self Esteem, Sex Differences, *Smoking

Given that young people are extremely concerned with how they appear socially, beguiling and glamorous portrayals of smokers in recent films may be contributing to the continual rise in college student smoking. The pervasive positive depiction of smokers as attractive and appealing easily preys on young people who lack confidence and self esteem. It is imperative to assess whether the trend of increased smoking among youth is continuing so that steps can be taken to reverse it. This study focuses on portrayals of smokers and smoking for movies released between 1996 and 1999. A group of trained raters evaluated five movies for each year. The movies were examined for relevant characteristics, including movie genre, approximate running time, and total number of cigarettes seen during the film. Demographics, including age, gender, and smoking status, were recorded for first, second, and third leading characters. Characters were evaluated on several dimensions, including: insecure/confident, unattractive/attractive, unintelligent/intelligent, and unpopular/popular. Results show that 75% of the movies sampled depicted cigarette smoking. Approximately 20% of the leading characters, of whom 85% were male, smoked cigarettes; 26% of the second and third main characters

smoked. Among secondary main characters, more males than females smoked; among tertiary main characters, smoking was equal for males and females. Comparisons of personality ratings for smoking versus nonsmoking characters showed significant differences on two variables. Nonsmoking characters were viewed as more considerate and less selfish than smoking characters; although not significant, there was also a trend for nonsmokers to be viewed as more kind and less cruel. (Contains 32 references.) (MKA)

ED 440 324   CG 029 859

Curtis, Charles K.

The Efficacy of the Drug Abuse Resistance Education Program (DARE) in West Vancouver Schools. Part 1, Attitudes toward DARE: An Examination of Opinions, Preferences, and Perceptions of Students, Teachers, and Parents.

Pub Date—1999-11-00

Note—214p.

Pub Type— Reports - Research (143) — Tests/Questionnaires (160)

EDRS Price – MF01/PC09 Plus Postage.

Descriptors—Drug Abuse, *Drug Education, Elementary Education, Foreign Countries, Literature Reviews, Middle School Students, *Parent Attitudes, Police, *Prevention, Program Evaluation, *Student Attitudes, *Teacher Attitudes, *Violence

Identifiers—*Drug Abuse Resistance Education Program

This paper reports on part one of a study that examined the effectiveness of the Drug Abuse Resistance Education (DARE) Program as a drug resistance, violence avoidance program in West Vancouver, Canada schools. Attitudes toward DARE held by students, teachers, and parents of children in the program were examined in order to evaluate how DARE was received by those most directly involved in the program. Questionnaires were completed by students currently involved in the program (n=1,232) and students who had participated in the program at an earlier time (n=672), teachers of the DARE program (n=36), and parents of DARE students (n=422). Analyses of the questionnaires imply a general overall acceptance of DARE as a drug resistance and violence avoidance program. All subject groups acknowledged that such a program was necessary, and that there was strong support for DARE's continuance in West Vancouver schools. Acceptance of DARE's objectives, content, teaching strategies, and materials varied by group. DARE has a positive effect on students' attitudes toward the police. Findings are discussed as to their place within the context of the research literature. A review of literature related to other evaluations of the DARE program is also discussed. The following appendixes are included: Appendix A (Core: 5th/6th Grade Curriculum); Appendix B (Middle School/Junior High: 7th/8th Grade Curriculum); and Appendix C (The Questionnaires, Letter of Transmittal). (Contains 20 tables, 15 figures, and 62 references.) (MKA)

ED 440 325   CG 029 860

Davidow, Joseph R.

A Curriculum To Improve Decision-Making for School Psychologists.

Pub Date—2000-03-00

Note—27p.; Paper presented at the Annual Conference of the National Association of School Psychologists (New Orleans, LA, March 28-April 1, 2000).

Pub Type— Information Analyses (070) — Reports - Evaluative (142) — Speeches/Meeting Papers (150)

EDRS Price – MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Cognitive Processes, *Curriculum Development, *Decision Making Skills, Elementary Secondary Education, Models, Program Development, *School Psychologists, Training Objectives

School psychologists are often asked to make significant decisions about students, but there has been a lack of research on how psychologists make such decisions. Obtaining the objective that school

psychologists make sound decisions is an important goal, which involves training in how to minimize the adverse impact of predictable biases in human information processing under conditions of uncertainty. This paper presents a curriculum to help school psychologists improve their decision-making abilities. The curriculum is based on the work of Hershberger, Part, Markert, Cohen, and Finger (1994) who have conducted research on how medical students go about making important medical decisions. The paper discusses how cognitive phenomenon such as insensitivity to sample size, misconceptions about chance, the tendency to ignore base-rates data, and the use of irrelevant information, can distort decision-making. Examples from school psychology practice are incorporated into the curriculum to illustrate how this cognitive phenomenon can lead to systematic errors in judgment. The curriculum is divided into four units: (1) Discussion of Representativeness Heuristic; (2) Availability Heuristic; (3) Confirmation Bias; and (4) Adjustment/Anchoring Heuristic. The goal is that a semester long seminar about decision-making will improve school psychologists' ability to make important decisions about the students they serve. (Contains 40 references.) (Author/JDM)

ED 440 326   CG 029 861

Cooper, Mark R.

Practical Accountability Strategies for School Psychologists.

Pub Date—2000-03-30

Note—25p.; Paper presented at the Annual Conference of the National Association of School Psychologists (New Orleans, LA, March 28-April 1, 2000).

Pub Type— Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price – MF01/PC01 Plus Postage.

Descriptors—*Accountability, Change Strategies, *Counseling Effectiveness, Data Collection, Decision Making, Educational Objectives, Elementary Secondary Education, Professional Development, *Research and Development, *School Psychologists, Theory Practice Relationship

The need for accountability in school psychological services is receiving increased attention. School psychologists are now being asked to demonstrate the effectiveness of their services. Data collection procedures can improve services to clients and systems, enhance the delivery system's psychological services program, validate the need for psychological services in school, and promote system exchange and reform initiatives. This paper provides an overview of school psychology accountability strategies. It discusses the importance and rationale of incorporating accountability strategies into practice, and reviews enumerative, process, and outcome data. Practical data collection strategies are illustrated through examples and case studies. A systematic problem-solving framework is presented that can be used for making data-based educational decisions. The problem-solving framework proposed by Zins (1984) could help school psychologists plan and develop relevant, efficient, and useful accountability procedures. The problem-solving data collection should be used to evaluate performance and plan for future professional development. Accountability data could be used to plan and evaluate school and system programs and to suggest possible areas for training. (Contains 18 references.) (JDM)

ED 440 327   CG 029 868

Dwyer, Kevin Osher, David

Safeguarding Our Children: An Action Guide. Implementing Early Warning, Timely Response.

American Institutes for Research, Washington, DC. Center for Effective Collaboration and Practice.; National Association of School Psychologists, Washington, DC.

Spons Agency—Office of Elementary and Secondary Education (ED), Washington, DC. Safe and Drug Free Schools Program.; Special Education Programs (ED/OSERS), Washington,

DC.

Pub Date—2000-04-00

Contract—H327T60005

Note—64p.; For the previous guide, "Early Warning Signs,", see ED 418 372.

Available from—ED Pubs, P.O. Box 1398, Jessup, MD 20794-1398. Tel: 877-433-7827 (Toll Free); Fax: 301-470-1244; Web site: http://www.ed.gov/pubs/edpubs.html; e-mail: edpubs@inet.ed.gov. For full text: http://www.ed.gov/offices/OSERS/OSEP/Action Guide.

Pub Type— Guides - Non-Classroom (055)

EDRS Price – MF01/PC03 Plus Postage.

Descriptors—*Educational Environment, Elementary Secondary Education, High Risk Students, *Intervention, Models, Planning, *Prevention, Problem Solving, Referral, Resources, *School Safety, Services, Student Behavior, *Violence

Although most schools are safe, they all can be safer. Improving school safety requires the strategic investment of time and dollars—scarce resources for which there are competing demands. Fortunately, schools that strategically coordinate schoolwide efforts are more likely to improve academic performance as well as reduce behavior problems. This action guide builds upon an earlier publication, "Early Warning Signs." It provides a comprehensive model that can lead to safer schools. The model incorporates prevention, early intervention, and intensive interventions in a manner that will help schools improve long-term academic, behavioral, social, and emotional outcomes for all students and their families. This guide identifies mechanisms for implementing the plan, the "Schoolwide Team and the Student Support Team," and also describes the processes that these teams can employ to improve school safety. Finally, the guide provides information about technical assistance centers and evidence-based resources that schools can draw upon to develop a comprehensive plan that addresses the particular needs and builds upon the strengths of their school and their community. A list of relevant Web sites and organizations, as well as an index, are provided. (Contains 63 resources.) (MKA)

ED 440 328   CG 029 869

Packer, Alex J.

Highs! Over 150 Ways To Feel Really REALLY Good...without Alcohol or Other Drugs.

Report No.—ISBN-1-57542-074-0

Pub Date—2000-00-00

Note—265p.; Edited by Pamela Espeland. Illustrated by Jeff Tolbert.

Available from—Free Spirit Publishing, 400 First Avenue North, Suite 616, Minneapolis, MN 55401-1724 ($14.95). Tel: 612-338-2068; Web site: http://www.freespirit.com.

Pub Type— Books (010) — Guides - Non-Classroom (055)

EDRS Price – MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Adolescent Behavior, *Adolescents, Decision Making Skills, Drinking, Drug Use, Happiness, Intermediate Grades, Life Satisfaction, Parent Child Relationship, *Recreational Activities, Secondary Education

Identifiers—Consciousness, Entertainment

This book describes how to get high on life without the use of alcohol or drugs. The underlying premise is that the desire for ecstatic moments comes naturally to people. It is the need for sensuous gratification and feelings of delight that drive people to look for different types of highs. The problem is that there are many conflicting ways to go about getting a high and nowhere is this conflict more apparent than in the parent teenager relationship. This self-help book addresses the problem for teenagers. It describes over 150 safe, creative, and natural ways to find contentment, excitement, insight, and peace without the use of alcohol or drugs. Many suggestions were obtained from interviews with students ages 11-18. The Table of Contents includes: (1) "All Stressed Up and No Place To Go: Serenity Highs"; (2) "How To Be an Airhead: Breathing Highs"; (3) "Seeing the Light: Meditation Highs"; (4) "Pumping Adrenaline: Sports,

Exercise, and X-treme Highs"; (5) "Food for Thought: Healthy Eating Highs"; (6) "The Eyes Have It: Visual Highs"; (7) "Coming to Your Senses: Sensuous Highs"; (8) "Blue Skies, Cow Pies: Nature Highs"; (9) "Altered States: Out-of-the-Ordinary Highs"; (10) "Messing with Your Mind: Creative and Intellectual Highs"; and (11) "Friends, Family, and Heavy Petting: Connecting Highs." (Contains 19 references.) (JDM)

ED 440 329   CG 029 870
Substance Abuse Treatment for Persons with Child Abuse and Neglect Issues. Treatment Improvement Protocol (TIP) Series, 36.
Substance Abuse and Mental Health Services Administration (DHHS/PHS), Rockville, MD. Center for Substance Abuse Treatment.
Report No. —SMA-00-3357
Pub Date—2000-00-00
Contract—270-95-0013
Note—199p.
Available from—National Clearinghouse for Alcohol and Drug Information, P.O. Box 2345, Rockville, MD 20847-2345. Tel: 301-468-2600; Tel: 800-729-6686 (Toll Free); Tel: 800-487-4889 (TDD); Fax: 301-468-6433.
Pub Type— Guides - Non-Classroom (055) — Information Analyses (070)
EDRS Price – MF01/PC08 Plus Postage.
Descriptors—*Child Abuse, *Child Neglect, Counseling Objectives, *Crisis Intervention, Guidelines, Mental Health Programs, *Parent Counseling, *Substance Abuse
This volume of the Treatment Improvement Protocol (TIP) Series examines treatment issues for both adult survivors of child abuse or neglect and adults in treatment who may be abusing or neglecting their own children. Chapters 1 through 3 focus primarily on adult survivors of child abuse and neglect. Chapter 1 defines child abuse and neglect, provides rates of child abuse and neglect both in the general population and among those in substance abuse treatment, and reviews the literature on links between childhood abuse and subsequent substance abuse. Chapter 2 describes screening and assessment tools that can be used to determine whether a client has a history of childhood abuse or neglect. Chapter 3 presents guidelines on treating clients with histories of child abuse or neglect and referring them to mental health care treatment when necessary. Chapter 4 discusses the personal issues counselors may encounter when working with clients with histories of abuse or neglect and offers suggestions for addressing them. In Chapters 5 and 6, the focus shifts to adults in treatment who may be abusing or neglecting their own children. Chapter 5 shows how alcohol and drug counselors can identify whether their clients are at risk of or are currently abusing or neglecting their children. It discusses what alcohol and drug counselors can do to break the cycle of child abuse and neglect, including how to work with child protective service agencies within the child welfare system. Chapter 6 is an overview of the legal issues that counselors should be aware of as mandated reporters. The TIP concludes with an overview in Chapter 7 of continuing and emerging trends that counselors will need to follow in the coming years. (Contains 405 references and 7 appendixes.) (GCP)

ED 440 330   CG 029 871
Dunphy, Madeline Borsdorf, Laura Chambliss, Catherine
Educational Applications of Wellness Techniques: An Experimental Investigation of the Effects of Labyrinth Walking.
Pub Date—2000-00-00
Note—20p.
Pub Type— Information Analyses (070) — Reports - Research (143)
EDRS Price – MF01/PC01 Plus Postage.
Descriptors—*Health Activities, *Health Promotion, *Meditation, *Spirituality, Stress Management, *Walking
Identifiers—Healing, *Labyrinths, Relaxation
The focus of this paper is to expand the evidence in support of the use of labyrinths as effective wellness tools. Interest in labyrinths and other ancient religious practices has increased as interest in spiri-

tuality has risen. This is in conjunction with better understanding of the mind/body relationship and the impact of stress on the immune system. This study, which incorporates use of a control condition for comparative purposes, is an extension of previous research that supported the use of labyrinth walking as a means of enhancing wellness. The present study, conducted at a liberal arts college in Pennsylvania, assesses whether walking an eleven-circuit labyrinth can be truly beneficial to the wellness of individuals, and also if focused non-labyrinth walking has similar or different effects on individuals' wellness. Results of the study failed to find a significant difference between groups on the overall measure of wellness, raising questions about the specific efficacy of labyrinth walking. Both types of directed walking were associated with significant improvement of the overall wellness index. A brief history of labyrinths and their therapeutic and educational uses is included. (Contains 22 references.) (GCP)

ED 440 331   CG 029 872
Breland, Alfiee M. Collins, Wanda Damico, Karen Lowenstein Steward, Robbie King, Jennifer
An Exploration of the Effects of Skin Tone on African American Life Experiences.
Pub Date—2000-04-00
Note—32p.; Paper presented at the Great Lakes Regional Counseling Psychology Conference (Muncie, IN, April 15, 2000).
Pub Type— Reports - Research (143) — Speeches/Meeting Papers (150)
EDRS Price – MF01/PC02 Plus Postage.
Descriptors—Aesthetic Values, *Black Attitudes, *Blacks, Educational Background, Ethnic Bias, *Ethnicity, *Life Events, Life Satisfaction, Physical Attractiveness, Physical Characteristics, Racial Bias, Racial Differences, Racial Identification, *Self Esteem, Socioeconomic Status
Identifiers—*African Americans, Skin Color
This study surveys African Americans to assess perceptions of and life experiences with the issue of skin tone. Thirty-seven African American adults agreed to complete a survey packet and participate in a semi-structured focus group discussion. Participants completed the Rosenberg Self-Esteem Scale, the Multigroup Ethnic Identity Measure, the Skin Color Assessment Procedure and Skin Color Questionnaire,and a demographic sheet. The findings appear to indicate that African Americans are indeed aware of and can articulate the ways in which skin tone affects their lives. Results indicate significant relationships between idealized skin tones and self-perceptions of and satisfaction with skin tone. Other significant relationships include global ethnic identity, education levels, parental education levels, and personal income. Focus group analysis indicates the ascription of traits based on skin tone and the significance of skin tone in familial, professional, and social experiences. The study recommends that mental health professionals be aware of the issue of color consciousness so that it may be addressed in counseling. Counselors and counseling psychologists can assist in efforts to educate African Americans to recognize, acknowledge, and directly address issues of skin tone both within and across racial groups. (Contains 19 references.) (GCP)

ED 440 332   CG 029 874
Weinstein, Erica S.
School-Based Eating Disorder Prevention Programs for Pre-Adolescents and Adolescents: A Review of Recent Literature.
Pub Date—2000-04-00
Note—17p.
Pub Type— Information Analyses (070)
EDRS Price – MF01/PC01 Plus Postage.
Descriptors—Adolescent Development, Early Adolescents, *Eating Disorders, *Females, Health Promotion, Late Adolescents, *Literature Reviews, Prevention, Program Effectiveness, Secondary Education
Identifiers—*School Based Services, Search Engines
This paper presents a review of 25 sources on school-based eating disorder prevention programs

for pre-adolescents and adolescents. The sources used to collect the information include Search ERIC database, PsycINFO, InterScience, and Expanded Academic. A review of the literature concluded that the most effective method of implementing a school-based eating disorder program has been to use a comprehensive curriculum integrating primary and secondary prevention techniques. A small group context was the format found to be most constructive for girls with eating disorders due to its high relational characteristics. The research suggests that a comprehensive program should address such essential components as developmental education, life skills training, empowerment, media literacy training, and self-esteem enhancement. It encourages longitudinal research since change occurs rapidly during the developmental stage of adolescents, and aspects of the prevention program that are effective at one time, may not be at another time. (Contains 25 references.) (JDM)

ED 440 333   CG 029 875
Wickwire, Pat Nellor, Ed.
CACD Journal, 1998-1999.
California Association for Counseling and Development, Fullerton.
Report No.—ISSN-1052-3103
Pub Date—1999-00-00
Note—81p.; Published annually.
Available from—California Association for Counseling and Development, 2555 East Chapman Ave., Suite 201, Fullerton, CA 92831 ($4, members; $8, nonmembers). Tel: 714-871-6460.
Journal Cit—CACD Journal; v19 1998-1999
Pub Type— Collected Works - Serials (022)
EDRS Price – MF01/PC04 Plus Postage.
Descriptors—Career Academies, *Counseling, Counselor Educators, Counselor Training, Higher Education, Intermediate Grades, Intervention, Mental Health, *Professional Associations, School Psychologists
Identifiers—California
This publication of the California Association for Counseling and Development for 1998-1999 supports the organizational goals of leadership, inquiry, discovery, excellence, and innovation. It attempts to identify the current issues of concern in the counseling field and to share research to help improve the professional learning community. As a leading voice in the counseling field, it serves as an important link for all professionals in practice. The articles for this issue include: (1) "The Editor's Message" (Pat Nellor Wickwire); (2) "The CACD President's Message" (Sharon Johnson); (3) "Correlates of Depression among Fifth- and Sixth-Grade Students from Regular Education, Gifted Education, and Special Education" (Dudley J. Wiest, Eugene H. Wong, Joseph M. Cervantes, LuAnn Craik, and Dennis Krell); (4) "Attitudes of College Students from Three Countries on Intimacy and People with Disability: A Cross-Cultural Perspective" (Roy K. Chen and Martin G. Brodwin); (5) "Generations Theory: Counseling Using Generational Value Systems" (Colette F. Dollarhide and Robyn Haxton); (6) "Critical Analysis of Social Skills Training" (B. Grant Hayes); (7) "Meeting the Needs of College Athletes: Implications for Counselors" (Trey Fitch and Chester Robinson); (8) "The California Association for Multicultural Counseling (CAMC): History and Development" (Mary Ellen Davis); (9) "Ethics Training and Counseling Practice: An Interactive Decision-Making Analysis" (Bette Katsekas); (10) "Dual Model Group Supervision: Simultaneous Use of Dynamic and Cognitive-Behavioral Approaches" (Kathryn C. MacCluskie); (11) "Advocacy for Clients and the Profession: A Multicultural Perspective" (Marcelett C. Henry); (12) "The Counselor as a Person: Integrating Theory with Self" (Dwight Webb); (13) "The New World of Work: Implications for Career Counselors" (Shelley Metzger); and (14) "Doodling: Boredom or Creative Learning?" (Robert Estell). (Each article contains references.) (JDM)

ED 440 334   CG 029 968
McGrath, Helen
The BOUNCE BACK! Resiliency Program: A Pilot Study.

Pub Date—2000-04-00
Note—19p.; Paper presented at the Annual Conference of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).
Pub Type— Reports - Research (143) — Speeches/Meeting Papers (150)
EDRS Price – MF01/PC01 Plus Postage.
Descriptors—*Coping, *Decision Making Skills, Foreign Countries, Junior High Schools, *Pilot Projects, *Preadolescents, Prevention, *Resilience (Personality), Risk Management, Students, Substance Abuse, Teacher Empowerment, Teachers
Identifiers—Australia (Victoria)
This paper investigates the impact of the BOUNCE BACK! Resiliency Program on teachers and students. The program teaches coping skills to students, 11-12 years old, to help them resist the use of substances and other risk-taking behaviors. The program contains five elements: (1) the core component of coping skills; (2) a supportive social skills program; (3) a SCARF classroom chapter, based on values of support, cooperation, acceptance, respect, and friendliness; (4) an anti-bullying program which includes coping strategies for bullying; and (5) a "Success Thinking" program. Core components of the program are based on four types of coping skills: optimistic thinking and humor, rational interpretation of events, normalizing, and help seeking and self-disclosure. Eight schools participated in the pilot study, which questioned whether the program could help students learn the BOUNCE BACK! acronym, increase students' coping skills, improve teacher resilience and counseling, and determine teacher satisfaction with the program. Results indicate that the BOUNCE BACK! Resiliency Program appears to be an effective and user-friendly program for teaching students strategies for coping with negative events in their lives. Teachers reported an increase in their coping skills and their skills in counseling students. (Contains 27 references, 4 tables, and 2 figures.) (JDM)

ED 440 335   CG 029 969
Rollin, Stephen A. Rubin, Roberta I. Shelby, Tracy L. Holland-Gorman, Jennifer L. Kourofsky, Heather R. Arnold, Alannah Laird, Nyamekye Santorsola, Jennifer
Coping in Children and Adolescents: Project KICK—A Primary Prevention Model.
Pub Date—2000-04-00
Note—25p.; Paper presented at the Annual Conference of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).
Pub Type— Reports - Descriptive (141) — Speeches/Meeting Papers (150)
EDRS Price – MF01/PC01 Plus Postage.
Descriptors—Adolescents, Blacks, *Change Strategies, *Community Programs, *Coping, Decision Making Skills, *Disadvantaged Youth, Drug Education, Health Promotion, Models, Peer Counseling, Peer Relationship, *Prevention, Stress Management
Identifiers—African Americans, Florida (Tallahassee)
With the emergence of greater stress in the life of today's youth, much effort has gone into the investigation of effective coping methods for adolescents. By employing coping strategies, youth gain self-control and learn appropriate behavioral responses to many of life's stressors. Effective coping can assist adolescents in mastering cognitive, behavioral, and affective reactions to stressful situations. This paper describes how Project KICK (Kids in Cooperation with Kids), a community-based program in a low socio-economic, African-American community, enhances interpersonal communication; teaches strategies for cognitive change, self-management, and self-control; and provides alternative ways of coping with stress. The most prevalent maladaptive coping strategies employed by adolescents, including fighting, hitting, yelling, pushing, and calling names, are discussed. An explanation is given of how peer monitoring, drug education, drug refusal skill enrichment, health promotion, and home visits promote healthy coping strategies. Two surveys are administered yearly

to the children to evaluate the effectiveness of the project. Reference materials are provided that facilitators can use for intervention. (Contains 55 references.) (JDM)

ED 440 336   CG 029 970
Landau, Barbara McEwan
Teaching the Skills of Social Behavior: An Examination of Teaching Mainstream Expectations to Students in the Margins.
Pub Date—2000-04-00
Note—15p.; Paper presented at the Annual Conference of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).
Pub Type— Reports - Research (143) — Speeches/Meeting Papers (150)
EDRS Price – MF01/PC01 Plus Postage.
Descriptors—Decision Making Skills, Educationally Disadvantaged, Elementary School Students, *High Risk Students, Intermediate Grades, *Interpersonal Competence, *Participative Decision Making, *Self Control, Skill Development, Teachers, Teaching Methods
Teachers at every grade level and in every setting are trying to manage and teach students with an increasing diverse range of needs. This paper describes a collaborative study to observe, record, and assess the impact and outcomes of an integrated approach for teaching skills of self-discipline to students considered to be academically at-risk. In this study, strategies are developed and assessed for democratic management in collaboration with one classroom teacher. The approach emphasizes teaching students fundamental processes for making decisions that are helpful and can contribute to a productive and safe learning community. Specific strategies are designed to help students learn personal responsibility for their own behaviors. The objective was to examine the impact that teaching appropriate decision making skills would have on sustaining a productive learning environment. The study assesses the impact that having regular class meetings will have on helping students remember and use appropriate decision making skills. Following the interventions, teachers report that the class was easier to manage than previous classes. Ensuring flexibility for meeting individual needs by avoiding prefabricated programs was essential for any successful outcome to the study. (Contains 12 references.) (JDM)

ED 440 337   CG 029 971
Arthur, Nancy
Counsellor Education for Developing Multicultural Counselling Competencies.
Pub Date—2000-04-00
Note—13p.; Paper presented at the Annual Conference of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).
Pub Type— Reports - Research (143) — Speeches/Meeting Papers (150)
EDRS Price – MF01/PC01 Plus Postage.
Descriptors—*Counselor Training, Course Objectives, *Cross Cultural Training, Cultural Pluralism, Curriculum Development, Foreign Countries, *Graduate Students, Higher Education, Interpersonal Competence
Identifiers—Multicultural Counseling, University of Calgary (Canada)
The purpose of this study was to conduct an exploratory investigation of a new course initiative in counselor education for working with culturally diverse populations. The study investigated: (1) outcomes of curriculum targeting multicultural competencies; (2) whether prior training experience in multicultural counseling would have an impact on learning outcomes of students in graduate level courses; and (3) students' meaningful experiences during acquisition of multicultural counseling competencies. The results indicate that the course had an impact on the self-reported multicultural competencies of the participants. Students reported significant increases in both their self-awareness and knowledge/skills for working with culturally diverse clients. Self-awareness is a precondition to the application of knowledge and skills with culturally diverse populations. The results also suggest

that the diverse experiences of students do not need to detract from the relevance of course material. They conclude that instruction that promotes both experiential and theoretical learning activities also promotes the acquisition of competencies for professional practice with culturally diverse clients. (Contains 36 references.) (JDM)

ED 440 338   CG 029 972
Arthur, Nancy
Predictive Characteristics of Multicultural Counselling Competence.
Pub Date—2000-04-00
Note—11p.; Paper presented at the Annual Conference of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).
Pub Type— Reports - Research (143) — Speeches/Meeting Papers (150)
EDRS Price – MF01/PC01 Plus Postage.
Descriptors—*Counselor Attitudes, Counselor Training, *Cross Cultural Training, Cultural Pluralism, Foreign Countries, Interpersonal Competence, National Surveys, *Self Evaluation (Individuals)
Identifiers—Canada, *Canadian Guidance and Counseling Association, *Multicultural Counseling
This paper looks at multicultural counseling competencies from a national sample of Canadian Guidance and Counseling Association members. The study investigated two questions: (1) How do counselors rate their multicultural competencies in the dimensions of self-awareness, knowledge, skills, and multicultural counseling relationships? and (2) What demographic and professional practice factors are associated with higher and lower levels of multicultural counseling competencies? The results from the sample of Canadian counselors revealed that counselors with high multicultural counseling competencies had a significantly higher percentage of culturally diverse clients in their caseload and had taken more courses on multicultural counseling. No significant difference was found between groups according to age, level of education, years since graduation, and number of years of professional experience. The paper highlights the importance of professional development seminars on multicultural counseling, and on the experience of having a culturally diverse caseload of clients. (Contains 25 references.) (JDM)

ED 440 339   CG 029 973
Jones, Russell
Learning How To Ignore Racism: A Case Study of One White Beginning Teacher in "The White Highlands" and the Two Black Boys in Her Care.
Pub Date—2000-04-00
Note—14p.; Paper presented at the Annual Conference of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).
Pub Type— Opinion Papers (120) — Speeches/Meeting Papers (150)
EDRS Price – MF01/PC01 Plus Postage.
Descriptors—*Beginning Teachers, *British National Curriculum, Cross Cultural Training, Cultural Pluralism, Elementary Education, Foreign Countries, Higher Education, Interpersonal Competence, *Personal Narratives, Racial Bias, *Racial Relations, Teacher Attitudes, Teacher Education
Identifiers—Education Reform Act 1988 (England), England
This paper focuses on the experiences of one beginning teacher, studying the ways issues of race and ethnicity are dealt with in a predominately white elementary school. Faced with issues of racism in the classroom, the teacher had no strategies to handle either overt or covert racism, both of which appeared to be condoned by those responsible for her training. It suggests that the gradual elimination of issues such as multicultural education from the teacher-training curriculum has meant that important aspects of professional practice are being left to chance. At a time when racially motivated violence is again on the increase, the drive towards classroom based training in the 'white high-

land' neglects issues of equality and ethnicity in favor of meeting the needs of the British National Curriculum. (Contains 15 references.) (JDM)

ED 440 340   CG 029 974

Cunningham, E. G. Brandon, C. M. Frydenberg, E.

The Development of Coping Resources in Pre-Adolescence within the Context of Whole-School Curriculum.

Pub Date—2000-04-00

Note—20p.; Paper presented at the Annual Conference of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).

Pub Type— Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price – MF01/PC01 Plus Postage.

Descriptors—*Coping, Curriculum Development, Elementary School Teachers, Foreign Countries, Health Promotion, Intermediate Grades, *Preadolescents, Prevention, Program Development, *Self Efficacy, *Skill Development

Identifiers—Australia (Victoria), Optimism

This paper examines the effectiveness of a universal school-based prevention program designed to increase coping resources in preadolescents through the modeling and teaching of optimistic thinking skills in response to real and hypothetical events. Six classroom teachers implemented the program in grades five and six within the regular school curriculum. Pre- and post-program questionnaires were completed on self-efficacy, coping, and attributional style. Children reported significant improvements in optimistic thinking and self-efficacy, as well as a reduction in the use of non-productive coping strategies of worry, wishful thinking, not coping, ignoring the problem, and self-blame after participation in the program. The results support the feasibility of implementing low-cost, non-intrusive programs in school settings that address the emotional health of all young people. By teaching children to think more optimistically, they also learn to use fewer maladaptive coping strategies. (Contains 42 references.) (Author/JDM)

ED 440 341   CG 030 033

Baginsky, Mary

Cross Cultural Perspectives on Educators' Reporting Practices of Maltreatment: A Discussion Paper on the Situation in England.

Pub Date—2000-04-25

Note—17p.; Paper presented at the Annual Conference of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).

Pub Type— Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price – MF01/PC01 Plus Postage.

Descriptors—*Child Abuse, Child Neglect, Elementary Secondary Education, Foreign Countries, *Government School Relationship, Public Policy, School Role, Social Services, *Teacher Responsibility

Identifiers—*Child Abuse and Neglect Reporting, Child Protection, *Children Act 1989 (Great Britain), England

In the United Kingdom, professionals are not legally required to report suspected cases of child abuse. The Children Act (1989) specified that local authorities have a duty to safeguard the welfare of children, but did not make reporting mandatory. It identified specific tasks for teachers in the process of reporting and established joint communication between schools and social service departments. The act moved schools and teachers to acknowledge the responsibility they have in child protection. Government guidelines recommended that schools appoint a staff member who would have responsibility for coordinating action within the school and form the liaison with other agencies. Major concerns voiced by teachers about these directives include: (1) the need for more communication with social service departments; (2) a lack of knowledge about procedures for new teachers; (3) differences of opinion between teachers and social workers about the child's experience of abuse; and (4) an increase in the number of cases for teachers to handle without an increase in supportive services. The paper suggests that for the process to be successful,

teachers must feel confident in knowing what to look for in child abuse, social workers must respect the professional judgment of teachers, and structures must be in place to facilitate referrals. (Contains 28 references.) (JDM)

ED 440 342   CG 030 037

Sales, Amos, Ed.

Substance Abuse and Counseling.

ERIC Clearinghouse on Counseling and Student Services, Greensboro, NC.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—ISBN-1-56109-088-3

Pub Date—2000-00-00

Contract—ED-99-CO-0014

Note—452p.; For individual papers, see CG 030 038-050.

Available from—ERIC Counseling and Student Services Clearinghouse, University of North Carolina at Greensboro, 201 Ferguson Building, P.O. Box 26171, Greensboro, NC 27402-6171. Tel: 336-334-4114; Tel: 800-414-9769 (Toll Free); Fax: 336-334-4116; e-mail: ericcass@uncg.edu; Web site: http://www.ericcass.uncg.edu.

Pub Type— Books (010) — Collected Works - General (020) — ERIC Publications (071)

EDRS Price – MF01/PC19 Plus Postage.

Descriptors—Adolescents, Alcoholism, *Counseling, Counseling Techniques, Cultural Pluralism, Disabilities, Drug Addiction, Drug Rehabilitation, Evaluation, Family Counseling, Group Counseling, Prevention, *Substance Abuse

Identifiers—Relapse

This book focuses on the identification of practical knowledge and skills needed for counseling individuals with substance abuse problems. It is a resource for practitioners, students, and faculty in school counseling, rehabilitation counseling, mental health counseling, school psychology, or social work in recognizing, preventing, and treating individual substance abuse problems. It is designed to facilitate development of knowledge and skills needed to empower clients. This book is divided into the following chapters: (1) "Substance Abuse and Counseling: An Introduction" (A. Sales); (2) "Drugs and Addiction" (S. M. Smith and E. Miller); (3) "Related Addictive Behavior" (T. Buck and A. Sales); (4) "Preventing Addiction" (S. F. Moore); (5) "Assessment, Diagnosis, and Treatment Planning" (T. Mullis); (6) "Treating Addictive Disorders" (S. Varhely); (7) "Change through Group Work" (L. McAllan, A. Friedman, and E. Spears); (8) "Working with Families Affected by Substance Abuse" (R. W. English); (9) "Multicultural Issues" (C. Reid and C. Kampfe); (10) "Substance Abuse and Disability" (A. Sales); (11) "Preventing Adolescent Relapse: Concepts, Theories and Techniques" (S. P. Mishra and R. A. Ressler); (12) "Program Planning and Evaluation" (R. Rapp); and (13) "Substance Abuse and Counseling: An Epilogue" (A. Sales). Appendices are: "Common Drugs of Abuse"; "Effects of Individual Drugs"; "Stages of Dependency and Addiction"; "Michigan Alcoholism Screening Test"; "SARDI Substance Abuse Symptoms Checklist"; "Identifying Substance Abuse in Individuals with Disabilities"; "Twelve Steps"; and "Substance Abuse Treatment Approaches." Also includes a "Facilitator's Manual" organized on a chapter basis. Each chapter of the manual includes a brief rationale and overview that can be used as lecture content, and learning objectives along with student activities to help reach these objectives. (Each chapter contains references.) (MKA)

ED 440 343   CG 030 038

Sales, Amos

Substance Abuse and Counseling: An Introduction.

Pub Date—2000-00-00

Note—14p.; In: Substance Abuse and Counsel-

ing; see CG 030 037.

Pub Type— Guides - Classroom - Teacher (052) — Guides - Non-Classroom (055) — Information Analyses (070)

EDRS Price – MF01/PC01 Plus Postage.

Descriptors—*Counseling, Counseling Effectiveness, Counselor Performance, Counselor Training, Higher Education, *Substance Abuse

Individuals with substance abuse problems present a critical problem in the United States. Outside the social and economic losses presented by these problems, personal devastation is severe and usually ongoing. Many individuals with substance abuse problems are unable to, or do not, access treatment, and for those who do, treatment success rates are low. Thus, there is a need to insure that counselors are available and competent to provide service within all counseling settings. Graduate school counselor preparation programs should insure graduates are effective in counseling individuals with substance abuse problems. Effective counseling is proposed as holistic, individual based, and a person centered process. It emphasizes empowering the client, not treating the substance abuse problem. Counseling professions are identified, discussed, and found in most cases to be deficient in relation to developing counseling skills with individuals presenting substance abuse problems. Counselors, counselor education programs, and their related associations and accrediting bodies must begin to insure this expertise exists for the critical problem of substance abuse within our society to be addressed. Also included is a facilitator's manual which is a practical guide for teaching content through guided experiential projects. Five objectives are listed, and five student exercises are provided. (Contains 29 references.) (MKA)

ED 440 344   CG 030 039

Smith, S. Mae Miller, Eva

Drugs and Addictions.

Pub Date—2000-00-00

Note—22p.; In: Substance Abuse and Counseling; see CG 030 037.

Pub Type— Guides - Classroom - Teacher (052) — Guides - Non-Classroom (055) — Information Analyses (070)

EDRS Price – MF01/PC01 Plus Postage.

Descriptors—Cocaine, Drinking, *Drug Addiction, *Individual Characteristics, Marijuana, Models, Narcotics, Sedatives, *Substance Abuse, Tobacco

Identifiers—Amphetamines, Caffeine, Hallucinogens, Inhalants, *Societal Impact

The effects of drug abuse and dependence vary, depending on the type of drug, polydrug use, and characteristics of the user. The influence of genetic, neurochemical, neuropsyiological, sociocultural, and economic factors suggest that the etiology of substance abuse and dependence is multiply determined. Models explaining the causation of substance abuse have arisen and various classification systems for drugs, their effects, and the behavior of persons abusing drugs have been developed. This paper presents an overview of the characteristics of drugs commonly abused and their effects. Drugs discussed are: alcohol, inhalants, marijuana, LSD and other hallucinogens, caffeine, amphetamines and other stimulants, tobacco, barbiturates and non-barbiturate sedatives, opiates, cocaine, prescription drugs, and over-the-counter medications. Information provided about drugs and about aspects of substance abuse provides counselors with perspectives they can use to increase the effectiveness of their communications with clients and with others who work with or care about consumers and their families. Also included is a facilitator's manual which is a practical guide for teaching content through guided experiential projects. Six objectives are listed. Five student exercises are provided. (MKA)

ED 440 345   CG 030 040

Buck, Tina Sales, Amos

Related Addictive Disorders.

Pub Date—2000-00-00

Note—13p.; In: Substance Abuse and Counsel-

ing; see CG 030 037.

Pub Type— Guides - Classroom - Teacher (052) — Guides - Non-Classroom (055) — Information Analyses (070)

EDRS Price – MF01/PC01 Plus Postage.

Descriptors—*Counseling Techniques, Counselor Training, Eating Disorders, Substance Abuse

Identifiers—*Addiction Counseling, *Addictive Behavior, Gambling, Sexual Addiction, Workaholism

This paper provides an overview of addiction related to substance abuse. It provides basic information, prevalence, diagnostic criteria, assessment tools, and treatment issues for eating disorders, compulsive gambling, sex addictions, and work addictions. Eating disorders such as anorexia nervosa and bulimia nervosa, especially affect adolescents. Addictions can be seen on a continuum from experimentation to dependence. It is important for counselors to be aware of the symptoms along this continuum. Many individuals with addictions adopt coping strategies by exchanging one addiction for another or by engaging in multiple addictive processes simultaneously. Individual therapy, group therapy, self-help group support, medications, exercise, nutrition, relaxation, recreation, spirituality, and healthy relationships are all critical factors in addiction recovery. It is important to engage family members in the client's recovery process for relapse prevention purposes. Also included is a facilitator's manual which is a practical guide for teaching content through guided experiential projects. Three objectives are listed, and three student exercises are provided. (Contains 24 references.) (MKA)

ED 440 346   CG 030 041
Moore, Susan Fordney
Preventing Addiction.
Pub Date—2000-00-00
Note—10p.; In: Substance Abuse and Counseling; see CG 030 037.
Pub Type— Guides - Classroom - Teacher (052) — Guides - Non-Classroom (055) — Information Analyses (070)
EDRS Price – MF01/PC01 Plus Postage.
Descriptors—Community Cooperation, *Counselor Role, Models, *Prevention, Substance Abuse
Identifiers—*Addiction Counseling, *Addictive Behavior

The purpose of this paper is to provide the beginning counselor with an overview of prevention concepts. Prevention is a relatively new emphasis in community efforts to stem the rising costs of substance abuse and other high-risk behaviors. The paper discusses agent, host, and environmental prevention models and how they relate to causal theories of addiction. It stresses that prevention strategies must relate to causal models of addictive behavior if they are to have any likelihood of making an impact. Target populations must be clearly identified, and risk and protective factors need to be accurately described. Prevention is important because it offers alternatives to treatment that is costly, available to a select few, and frequently not effective. Counselors play a critical role in prevention as they have the skills in interpersonal communication to facilitate problem solving, goal setting, and collaboration. They are in a position to advocate for system change and to model healthy behaviors to their clients, students, and members of the larger community. The role played by counselors in prevention work is described, and summaries of effective prevention programs are presented. Also included is a facilitator's manual which is a practical guide for teaching content through guided experiential projects. Four objectives are listed, and seven student exercises are provided. (Contains 36 references.) (MKA)

ED 440 347   CG 030 042
Mullis, Thomas
Assessment, Diagnosis, and Treatment.
Pub Date—2000-00-00
Note—27p.; In: Substance Abuse and Counsel-

ing; see CG 030 037.

Pub Type— Guides - Classroom - Non-Classroom (055) — Information Analyses (070) — Tests/Questionnaires (160)

EDRS Price – MF01/PC02 Plus Postage.

Descriptors—*Adolescents, Behavior Disorders, Counselor Role, Depression (Psychology), Drinking, *Drug Abuse, Drug Use Testing, Eating Disorders, *Evaluation, Family Life, *Identification, Marijuana, Peer Influence, Psychometrics, *Substance Abuse, Therapeutic Environment

Identifiers—Anxiety Disorders, Comorbidity, Dual Diagnosis, Informed Consent, Inhalants, Panic Disorder

The purpose of this paper is to provide an overview of assessment, diagnosis, and treatment planning for individuals with substance abuse problems. The intent is to provide information to professional counselors in school, rehabilitation, school psychology, social work, public mental health, and private treatment settings. Information to be obtained in a comprehensive assessment includes: developmental aspects of adolescence; external influences such as family and peer groups; diagnostic information relating to etiology and prognosis; and recommendations and considerations related to a treatment plan. Several dual diagnoses specifically associated with drug abuse are discussed including depression, conduct, anxiety/panic, substance induced anxiety, and eating disorders. A structured diagnostic interview is presented for use in obtaining information for managed care and other third parties. Also included is a facilitator's manual which is a practical guide for teaching content through guided experiential projects. Four objectives are listed, and four student exercises are provided. (Contains 27 references.) (MKA)

ED 440 348   CG 030 043
Varhely, Susan
Treating Addictive Disorders.
Pub Date—2000-00-00
Note—22p.; In: Substance Abuse and Counseling; see CG 030 037. The facilitator's manual was written by Susan Varhely.
Pub Type— Guides - Classroom - Teacher (052) — Guides - Non-Classroom (055) — Information Analyses (070)
EDRS Price – MF01/PC01 Plus Postage.
Descriptors—Change, Counseling Techniques, Counselor Client Relationship, Counselor Role, Ethics, Intervention, Motivation, Outcomes of Treatment, Responsibility, *Substance Abuse
Identifiers—*Addiction Counseling, Informed Consent

When working with individuals who are struggling with substance abuse, counselors must clearly define for themselves their values regarding the use of substances. It is vital that counselors not allow personal issues surrounding substance abuse to influence the work they do with their clients. This paper presents several ways in which to effectively work with substance abusers. First it is suggested that counselors examine their own beliefs and values of substance abuse and abusers, and determine how that might hinder the treatment process. Counselors should be open and receptive to another's reality. Also they should be open to the variety of alternative treatments available. Five stages that occur during a client's change process are discussed, followed by intervention strategies counselors can use to facilitate and encourage increased motivation for change. Three treatment options shown to produce positive results are also presented. Also included is a facilitator's manual which is a practical guide for teaching content through guided experiential projects. Eight objectives are listed, and seven student exercises are provided. (Contains 108 references.) (MKA)

ED 440 349   CG 030 044
McAllan, Les Friedman, Amy Spears, Evans
Change through Group Work.
Pub Date—2000-00-00
Note—11p.; In: Substance Abuse and Counsel-

ing; see CG 030 037.

Pub Type— Guides - Classroom - Teacher (052) — Guides - Non-Classroom (055) — Information Analyses (070)

EDRS Price – MF01/PC01 Plus Postage.

Descriptors—Change, Empowerment, Ethics, *Group Counseling, Peer Influence, Research, Responsibility, *Substance Abuse

Identifiers—*Addiction Counseling

Perhaps the most well known treatment modalities in the field of prevention and treatment of addiction are groups. Group settings serve to bring individuals with addictions together at one time in one place to work on relevant issues together. Groups may serve as a safe environment for learning new social and relationship skills, gaining information about a variety of addiction issues and coping strategies, and learning how to give and accept support. Groups may also provide options for persons struggling with addictive behaviors to find new friends and leave behind older, less supportive social environments. For clients with substance abuse problems, recovery is affected and correlates with success in interpersonal relationships and quality of social skills. Two common goals among most group approaches are the encouragement of taking personal responsibility for one's life and the creation of social environments that support personal empowerment. This paper reviews five major theoretical approaches that involve extensive use of group therapy. It introduces the therapeutic aspects of groups in relationship to empowerment, and presents the nature and history of current group therapy, as well as some of the research on the efficacy of groups in the addiction field. Professional and ethical considerations for the beginning counselor are also identified. Also included is a facilitator's manual which is a practical guide for teaching content through guided experiential projects. Five student activities are provided. (Contains 34 references.) (MKA)

ED 440 350   CG 030 045
English, R. William
Working with Families Affected by Substance Abuse.
Pub Date—2000-00-00
Note—25p.; In: Substance Abuse and Counseling; see CG 030 037.
Pub Type— Guides - Classroom - Teacher (052) — Guides - Non-Classroom (055) — Information Analyses (070)
EDRS Price – MF01/PC01 Plus Postage.
Descriptors—Change, Coping, Counseling Theories, Cultural Influences, *Family Counseling, Intervention, Prevention, *Substance Abuse, Systems Approach
Identifiers—Barriers to Change, Codependency

This paper focuses on assisting families who have been damaged by substance abuse and on constructive involvement of families to help all members cope. The four main topics are: (1) "Substance Abuse and Family Systems," including the effects of substance abuse on families and children; (2) "Theories and Approaches to Family Interventions," including family systems theory, stages in family counseling, main types of family therapies, and other useful approaches; (3) "Obstacles to Coping," such as codependency and other barriers which may undermine efforts in prevention and intervention; and (4) "Best Practices in Assisting and Utilizing Families in Substance Abuse Rehabilitation." Since substance abuse is a complex biocultural condition, narrowly focused linear treatment approaches are insufficient in achieving meaningful coping skills and change. Two broad treatment strategies that are recommended are prevention and intervention with family systems and family members, and involvement of family systems in intervention with their substance abusing member. Also included is a facilitator's manual which is a practical guide for teaching content through guided experiential projects. Five objectives are listed, and five student exercises are provided. (Contains 91 references and 3 tables.) (Author/MKA)

ED 440 351   CG 030 046
Reid, Charrles Kampfe, Charlene
Multicultural Issues.

Pub Date—2000-00-00

Note—20p.; In: Substance Abuse and Counseling; see CG 030 037.

Pub Type— Guides - Classroom - Teacher (052) — Guides - Non-Classroom (055) — Information Analyses (070)

EDRS Price – MF01/PC01 Plus Postage.

Descriptors—Change, Counseling Techniques, Counselor Role, *Cultural Pluralism, Evaluation, History, Homosexuality, Lesbianism, Mythology, Older Adults, Prevention, Rehabilitation, *Substance Abuse

Identifiers—Addiction Counseling, *Multicultural Counseling

This chapter examines issues related to working with diverse populations with addictions. A brief history of multiculturalism and multicultural counseling is presented. Issues particular to the treatment of people with addictions are examined, as well as prevention and assessment issues. Substance abuse issues among people in the gay male and lesbian culture and the older population are examined. Suggestions for counselors working with these populations are provided. Multicultural models and concepts that could be applied to addiction populations are presented. Society has a role in addressing the issues of people with addictions because this population can have negative effects on society in general. With appropriate interventions, the negative effects of addiction can be mitigated and perhaps alleviated entirely. It is hoped that society will continue to explore alternative ways of addressing the issues that this population presents. Also included is a facilitator's manual which is a practical guide for teaching content through guided experiential projects. Eight objectives are listed, and seven student exercises are provided. (Contains 76 references.) (MKA)

ED 440 352   CG 030 047

Sales, Amos

Substance Abuse and Disability.

Pub Date—2000-00-00

Note—17p.; In: Substance Abuse and Counseling; see CG 029 791.

Pub Type— Guides - Classroom - Teacher (052) — Guides - Non-Classroom (055) — Information Analyses (070)

EDRS Price – MF01/PC01 Plus Postage.

Descriptors—Attention Deficit Disorders, Counseling, *Disabilities, Hearing Impairments, Hyperactivity, Learning Disabilities, Mental Disorders, Mental Retardation, Neurological Impairments, Physical Mobility, *Substance Abuse, Visual Impairments

Identifiers—Addiction Counseling

A review of the literature provides the conclusion that individuals with a disability versus those without a disability are more likely to have a substance abuse problem and less likely to get effective treatment. Data suggest 10-40% of all individuals in treatment for substance abuse have a coexisting physical or mental disability. Alcohol rates for certain disabilities such as spinal cord or head injury exceed 50%. This paper discusses risk factors, and provides substance abuse incidence and impact data for several disability groups. Service barriers related to these individual disability groups are identified. Barriers across all groups include: denial on the part of the client since the stigma associated with substance abuse keeps individuals with disabilities from seeking service; inaccessible treatment facilities; and treatment staff who do not want to work with or do not know how to work with individuals with disabilities. Given these barriers, counselors should work with providers to resolve architectural, attitudinal, and communication barriers, and discriminatory policies and procedures. They should get to know providers, effectively coordinate referrals to appropriate treatment facilities, and provide follow-up as needed. Also included is a facilitator's manual which is a practical guide for teaching content through guided experiential projects. Two objectives are listed, and four student exercises are provided. (Contains 74 references.) (MKA)

ED 440 353   CG 030 048

Mishra, Shitala P. Ressler, Robert A.

Preventing Adolescent Relapse: Concepts, Theories and Techniques.

Pub Date—2000-00-00

Note—20p.; In: Substance Abuse and Counseling; see CG 029 791.

Pub Type— Guides - Classroom - Teacher (052) — Guides - Non-Classroom (055) — Information Analyses (070)

EDRS Price – MF01/PC01 Plus Postage.

Descriptors—*Adolescents, Counseling Techniques, Counseling Theories, *Drug Abuse, Etiology, Individual Development, Predictor Variables, *Prevention, Programs, Substance Abuse

Identifiers—*Relapse

This chapter discusses adolescent drug abuse relapse prevention. It presents the following four conclusions regarding the efficacy of prevention programs. First, more controlled studies are needed to evaluate the long-term effectiveness of relapse prevention strategies with adolescents in reducing factors such as cravings and increasing their ability for self-assessment, monitoring, self-control, and maintenance of abstinence behaviors. Secondly, studies are also needed to examine posttreatment predictors of relapse. In order to accomplish this, well-designed comparison groups must be utilized in studying the effectiveness of relapse prevention strategies. Thirdly, some degree of consensus regarding standard definitions would enhance the comparability of studies. Finally, although there is a heightened awareness of the importance of relapse prevention, there is substantial lack of coordinated attempts to deal with the problem of relapse among adolescents. Overall success of prevention programs will ultimately depend on a well-orchestrated coordination among families, schools, communities, treatment centers, support groups, and social institutions. Also included is a facilitator's manual which is a practical guide for teaching content through guided experiential projects. Six objectives and six student exercises are provided. (Contains 57 references.) (MKA)

ED 440 354   CG 030 049

Rapp, Robert

Program Planning and Evaluation.

Pub Date—2000-00-00

Note—17p.; In: Substance Abuse and Counseling; see CG 030 037.

Pub Type— Guides - Classroom - Teacher (052) — Guides - Non-Classroom (055) — Information Analyses (070)

EDRS Price – MF01/PC01 Plus Postage.

Descriptors—Agencies, Community, Objectives, *Program Development, *Program Evaluation, Social Indicators, *Substance Abuse

Identifiers—Addiction Counseling, Population

The program development process for substance abusers is very challenging. Planning and evaluation in substance abuse prevention and treatment is continuously affected by change. It requires extraordinary flexibility, adaptability, and creativity to insure that programs are designed to effectively meet the multiple needs of the clientele. Counselors must not only be committed to staying abreast of the current best practices in the broad field of human services, but they must also critically examine and evaluate those practices in an ongoing quest to find more effective approaches to critical problems. This is especially true in the area of substance abuse where treatment outcomes have been consistently poor. This chapter presents a six step approach to planning and evaluation. To facilitate the recall of the six steps, the RAPPER Model is offered. It requires the use of each letter to recall the key first words which describe the steps in the process: review the literature; assess the need; plan goals, objectives, and strategies to achieve them; practice those strategies which best address the needs; evaluate the effectiveness of the chosen strategies; and repeat effective strategies. As a model that emphasizes a commitment to continuous improvement based upon ongoing program planning and evaluation, it should be viewed dynamically, like a wheel that is in constant motion. Also included is a facilitator's manual which is a practical guide for teaching content through guided experiential projects. Objectives are listed for each lesson. Eleven student activities are provided. (MKA)

ED 440 355   CG 030 050

Sales, Amos

Substance Abuse and Counseling: An Epilogue.

Pub Date—2000-00-00

Note—7p.; In: Substance Abuse and Counseling; see CG 030 037.

Pub Type— Guides - Classroom - Teacher (052) — Guides - Non-Classroom (055) — Information Analyses (070)

EDRS Price – MF01/PC01 Plus Postage.

Descriptors—Counseling, Counselor Training, *Substance Abuse, *Trend Analysis

Identifiers—*Addiction Counseling

This chapter discusses current issues and future perspectives in relation to substance abuse counseling. Current issues include: abstinence versus controlled use; coercive versus voluntary treatment; and career development and counseling with clients with substance abuse problems. Future perspectives include: the impact of managed care; the refusal of insurance companies to cover inpatient treatment; medical breakthroughs improving medications; cultural diversity; accreditation, credentialing, and standards of practice; and counseling and counselor education on-line. These trends test the limits of the ethical and professional beliefs and practices of counselors who work with substance abusing clients. Like clients, professional counselors, no matter what the counseling setting, must look inward to grow. With exploding change on the horizon, counselors must empower themselves. They must take risks, experiment with innovative new strategies and technologies, yet remain grounded in the experience of their pasts. Also included is a facilitator's manual which is a practical guide for teaching content through guided experiential projects. Four objectives are listed, and two student exercises are provided. (MKA)

CS

ED 440 356   CS 013 936

Fisher, Peter J.

Teachers' Views of the Nature of Multicultural Literacy.

Pub Date—1999-12-00

Note—21p.; Paper presented at the Annual Meeting of the National Reading Conference (49th, Orlando, FL, December 1-4, 1999).

Pub Type— Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price – MF01/PC01 Plus Postage.

Descriptors—Cultural Differences, Elementary Secondary Education, Focus Groups, *Literacy, *Multicultural Education, Preservice Teacher Education, *Teacher Attitudes

A study used focus groups to determine what teachers from a variety of settings think should be the multicultural content of literacy courses for preservice teachers. The three focus groups consisted of a total of 22 preschool through high-school teachers, all of whom taught, or had taught, in culturally and/or linguistically diverse settings. The groups were asked to respond to two questions: What is the nature of multicultural literacy? and What implications does this have for the teaching of preservice literacy classes? Field notes were taken and the sessions were tape recorded. General categories of the content of the discussion were developed for each group, and then comparisons were made across groups. Multicultural literacy for most of these teachers could be broken down into two ideas—what counted as multicultural, and how ethnic and linguistic diversity affected learning. Some teachers had wider definitions than others, but for almost all of them the result of their definitions was a sensitivity to the needs of individual children, and the importance of differentiated instruction. These concerns were also the major implications for preservice literacy classes. Unlike the definitions of experts, the groups did not talk about issues of edu-

cating for democracy or equity and social justice. (Contains 21 references.) (RS)

ED 440 357   CS 013 937
Dillon, Deborah R.
Reconsidering How To Meet the Literacy Needs of All Students. Kids InSight.
International Reading Association, Newark, DE.
Report No.—ISBN-0-87207-265-7
Pub Date—2000-00-00
Note—207p.
Available from—Order Department, International Reading Association, 800 Barksdale Road, P.O. Box 8139, Newark, DE 19714-8139 ($19.95). Web site: http://www.reading.org.
Pub Type— Books (010) — Guides - Non-Classroom (055)
EDRS Price – MF01/PC09 Plus Postage.
Descriptors—Case Studies, *Classroom Environment, Elementary Secondary Education, Instructional Effectiveness, *Language Arts, *Literacy, *Reflective Teaching, *Student Needs
Identifiers—Literacy Engagement
The first volume in a series and the foundation on which future volumes will build, this book explains the goals of the "Kids InSight" series, then highlights the threads that will run throughout all the books in the series. The goals of the book are to: encourage teachers to reflect on and reconsider their instruction; change their focus to their students; view their students' actions in light of new data; and renew their teaching efforts. The book's chapters discuss in detail the different requirements of being an insightful teacher; report the author's experiences constructing research in two classrooms; and delineate the interactions of the teachers and students in these classrooms, explaining what makes these teachers insightful. Interspersed throughout the book are "Reflection Points," which ask the reader to reflect on his/her own practice, allowing for consideration of personal philosophies and strategies for teaching literacy. This book and others in the series seek to challenge teachers to focus on students as individuals and as learners. (Contains approximately 150 references. Appendixes contain an example from a reflection journal; five propositions of accomplished teaching; recommendations on teaching reading and writing; International Reading Association/National Council of Teachers of English Standards for the English Language Arts; principles of effective teaching of reading; and core understandings of learning to read.) (NKA)

ED 440 358   CS 013 938
Zgonc, Yvette
Sounds in Action: Phonological Awareness Activities and Assessment.
Report No.—ISBN-1-884548-32-6
Pub Date—2000-00-00
Note—164p.
Available from—Crystal Springs Books, 75 Jaffrey Road, P.O. Box 500, Peterborough, NH 03458-0500. Tel: 800-321-0401 (Toll Free); Web site: http://www.crystalsprings.com.
Pub Type— Guides - Classroom - Teacher (052) — Tests/Questionnaires (160)
EDRS Price – MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—*Beginning Reading, Class Activities, *Decoding (Reading), Learning Activities, *Phonics, Primary Education, *Reading Instruction, *Student Evaluation
Identifiers—Phonemic Awareness, *Phonological Awareness
This book provides the tools classroom teachers need to determine which children lack the phonological awareness skills needed to become successful readers as well as to pinpoint deficiencies and address various needs. The book's unique features include the following: a comprehensive assessment that measures children's phonological awareness skills; specific activities for each of the skills measured in the assessment; a progress-report sheet for documenting where children are on the phonological awareness skills sequence; and many activities designed to strengthen the connection between phonological awareness and phonics. The book's

numerous activities will serve as tools with which teachers can reinforce or remediate their students' skills based on their performance on the assessment. The book also contains many reproducibles, a 36-item bibliography of books on phonological awareness and reading, a section about research findings, a 22-item glossary, and a list of 9 Web sites. (NKA)

ED 440 359   CS 013 939
Assessing Reading: Multiple Measures for Kindergarten through Eighth Grade.
Consortium on Reading Excellence, Inc., Emeryville, CA.
Report No.—ISBN-1-57128-120-7
Pub Date—1999-00-00
Note—151p.
Available from—Arena Press, 20 Commercial Boulevard, Novato, CA 94949-6191 (order no. 8120-7, $25). Tel: 800-422-7249 (Toll Free); Fax: 415-883-3720.
Pub Type— Books (010) — Guides - Classroom - Teacher (052) — Tests/Questionnaires (160)
Document Not Available from EDRS.
Descriptors—Curriculum Based Assessment, Elementary Education, Informal Assessment, Performance Based Assessment, *Reading Achievement, *Reading Comprehension, Reading Diagnosis, Reading Instruction, *Reading Skills, *Reading Tests, Spelling, Student Evaluation, Vocabulary
Identifiers—Phonemic Awareness, Phonological Awareness
This book contains a collection of formal and informal reading assessments for use with students in Grades K-8. These assessments assist the teacher in targeting areas of strength and weakness, in monitoring student reading development, and in planning appropriate instruction. The book's assessments (some in both English and Spanish) range from phonemic awareness and phonics to spelling, vocabulary, and comprehension. Clear and concise instructions in the book, along with reproducible record forms, make each assessment easy to administer and score. According to the book, unlike large-scale achievement tests, the majority of these assessments can be administered individually. Each assessment was selected because it measures an important research-based reading skill quickly and reliably. Some of the assessments included in the book are formal assessments that have been refined through rigorous field testing and validation studies; others are informal curriculum-based assessments designed to measure specific skills critical to successful reading. The book points out that, in an effective reading program, assessment informs instruction. An appendix contains the reading assessment profile forms, a focused resource list, and an article, "Assessing Reading and Spelling Skills" (R. Malatesha Joshi). (NKA)

ED 440 360   CS 013 940
Reading Research Anthology: The Why? of Reading Instruction.
Consortium on Reading Excellence, Inc., Emeryville, CA.
Report No.—ISBN-1-57128-121-5
Pub Date—1999-00-00
Note—227p.
Available from—Arena Press, 20 Commercial Boulevard, Novato, CA 94949-6191 (order no. 8121-5, $20). Tel: 800-422-7249 (Toll Free); Fax: 415-883-3720.
Pub Type— Books (010) — Collected Works - General (020)
Document Not Available from EDRS.
Descriptors—Anthologies, *Beginning Reading, Decoding (Reading), Elementary Education, Instructional Effectiveness, *Literacy, *Reading Instruction, *Reading Research, Spelling, Theory Practice Relationship, Vocabulary Development
Identifiers—*Research Integration
This collection of articles provides background information about reading and includes the research base that has defined best practices in teaching reading. Section 1 of the collection, "The Big Picture," contains the following articles: "Reading the Right Way" (Bill Honig); "Statement of Dr. G. Reid

Lyon, April 28, 1998"; "Romance and Reality" (Keith E. Stanovich); and "The Brain Reads Sound by Sound" (Kathy Lally and Debbie M. Price). Section 2, "Word Structure," consists of: "The History of the English Language" (Stephen Krensky). Section 3, "Sound/Print Connection," contains these articles: "What Every Teacher Should Know about Phonological Awareness" (Joseph K. Torgesen and Patricia Mathes); "The Reader, the Text, and the Task: Learning Words in First Grade" (Francine R. Johnston); and "Cross-Language Transfer of Phonological Awareness" (Aydin Y. Durgunoglu, William E. Nagy, and Barbara J. Hancin-Bhatt). Section 4, "Decoding and Word Attack," contains these articles: "The Role of Decoding in Learning To Read" (Isabel L. Beck and Connie Juel); "Repeated Reading: A Strategy for Enhancing Fluency and Fostering Expertise" (Irene H. Blum and Patricia S. Koskinen); "Developing Syntactic Sensitivity in Reading through Phrase-Cued Texts" (Timothy V. Rasinski); and "Interactive Writing in a Primary Classroom" (Kathryn Button, Margaret J. Johnson, and Paige Furgerson). Section 5, "Spelling," contains these articles: "Why Do They Get It on Friday and Misspell It on Monday? Teachers Inquiring about Their Students as Spellers" (Charlene Hillal Gill and Patricia L. Scharer); "Why Direct Spelling Instruction Is Important" (Barbara Foorman); and "A Cognitive Theory of Orthographic Transitioning: Predictable Errors in How Spanish-Speaking Children Spell English Words" (Olatokunbo S. Fashola, Priscilla A. Drum, Richard E. Mayer, and Sang-Jin Kang). Section 6, "Vocabulary," consists of: "Vocabulary Teaching and Learning in a Seventh-Grade Literature-Based Classroom" (Janis M. Harmon). Section 7, "Comprehension," contains these articles: "Preventing Reading Difficulties in Young Children" (edited by Catherine E. Snow, M. Susan Burns, and Peg Griffin); "Questioning the Author: An Approach to Developing Meaningful Classroom Discourse" (Margaret G. McKeown, Isabel L. Beck, and Cheryl A. Sandora); "Learning with Text in the Primary Grades" (Andrea M. Guillaume); and "Engaging with Reading through Interactive Read-Alouds" (Shelby J. Barrentine). Section 8, "Independent Reading," consists of: "Research Foundations To Support Wide Reading" (Richard C. Anderson). Section 9, "Effective Reading Programs," consists of: "Diverse Learners and the Tyranny of Time: Don't Fix Blame; Fix the Leaky Roof" (Edward J. Kameenui). (NKA)

ED 440 361   CS 013 941
Honig, Bill. Diamond, Linda. Gutlohn, Linda
Teaching Reading: Sourcebook for Kindergarten through Eighth Grade.
Consortium on Reading Excellence, Inc., Emeryville, CA.
Report No.—ISBN-1-57128-119-3
Pub Date—2000-00-00
Note—800p.; Contributing author is Jacalyn Mahler.
Available from—Arena Press, 20 Commercial Boulevard, Novato, CA 94949-6191 (order no. 8119-3, $55). Tel: 800-422-7249 (Toll Free); Fax: 415-883-3720.
Pub Type— Books (010) — Guides - Classroom - Teacher (052)
Document Not Available from EDRS.
Descriptors—Elementary Education, *Language Arts, Literacy, Phonics, *Reading Comprehension, *Reading Instruction, *Reading Processes, Theory Practice Relationship
Identifiers—Balanced Reading Instruction, Word Structure
This comprehensive sourcebook, unique in content and design, is a resource for teaching reading and language arts in Grades K-8. Aiming to combine the best features of an academic text and a practical, hands-on teacher's guide, the book provides educators with proven research and instructional strategies necessary for balanced reading programs. It features an overview of literacy concepts, reference information about the structure of English and Spanish, information for teachers of students who are English language learners, guidelines for assessment and instructional organization, and reproducible masters for classroom use. The book consists of 22 chapters: (1) Reading: The Con-

text for Change; (2) Reading: Constructing Meaning from Text; (3) Structure of the English Language; (4) Structure of Spanish and Other Languages; (5) Print Concepts; (6) Alphabet Recognition; (7) Phonemic Awareness; (8) Phonics; (9) High-Frequency Multisyllabic Words; (10) Words; (11) Reading Fluency; (12) Stages of Spelling Development; (13) Spelling Instruction; (14) Specific Word Instruction; (15) Word-Learning Strategies; (16) Strategic Reading; (17) Narrative Text; (18) Expository Text; (19) Independent, Wide Reading; (20) Book Discussions; (21) Assessment; and (22) Instructional Organization. An appendix contains 27 additional materials (including class rosters, reading passages, and story maps). (NKA)

ED 440 362   CS 013 942

CORE: Reading Reform That Works! Comprehensive School Reform.

Pub Date—2000-00-00

Note—21p.

Available from—Consortium on Reading Excellence, Inc., 5855 Christie Avenue, Suite A, Emeryville, CA 94608. Tel: 510-595-3400.

Pub Type— Reports - Descriptive (141)

EDRS Price – MF01/PC01 Plus Postage.

Descriptors—Educational Change, Elementary Secondary Education, Instructional Effectiveness, *Literacy, *Professional Development, *Reading Achievement, *Reading Improvement, Reading Programs, Student Educational Objectives, Theory Practice Relationship

This booklet describes CORE (Consortium on Reading Excellence), a company which began in California in 1995 and has subsequently expanded its work. CORE is committed to the view that the most effective professional development includes both theory and practice, focuses on teaching and learning, is grounded in collegial relationships, is based on current research, and provides models of good teaching and structured feedback. CORE is committed to leveraging professional development in literacy to support school change. CORE's fundamental goal is that all students will learn to read fluently, enjoy reading, and use reading as a tool for further learning. The booklet outlines the guiding principles of CORE and its services and commitment and pinpoints critical relationships as being at the center of systemic reading improvement. A fully implemented CORE program should have the following results: most first graders will be independently reading simple beginning materials with many easy words by the middle of the first grade; most second through fourth graders who have been through a complete, balanced reading program will be able to read and understand appropriate materials and will read 25-35 books each year; most fifth through eighth graders who have been through a balanced reading program will be able to read and understand appropriate materials and read 120-150 words per minute; and most high school students will successfully read grade-level materials and meet district and state exit standards in reading. Appendixes contain the principal's commitment compact, 21 resource recommendations, and a list and brief description of 14 CORE client programs. (NKA)

ED 440 363   CS 013 943

Stange, Terrence V. Ponder, John M.

Literacy Scaffolding Strategies for Diverse Learners: A Bridge for Tomorrow.

Pub Date—1999-11-00

Note—20p.; Paper presented at the Regional Conference of the Southwest International Reading Association (27th, Little Rock, Arkansas, November 17-20, 1999).

Pub Type— Guides - Non-Classroom (055) — Speeches/Meeting Papers (150)

EDRS Price – MF01/PC01 Plus Postage.

Descriptors—Classroom Techniques, Elementary Education, *Inclusive Schools, *Literacy, Regular and Special Education Relationship, *Relevance (Education), Resource Room Programs,

*Special Needs Students, *Teacher Characteristics

Identifiers—*Instructional Strategy Usage, *Scaffolding

Teachers are likely to have exceptional learners in their classrooms and thus need better understanding of these students to provide for their literacy needs. The acronym "SPECIAL NEEDS" suggests the following teacher characteristics and tasks: Sensitivity, Patience, Empathy, Caring, Individualized instruction, Acceptance, Life skills, Nature of needs, high Expectations, Encouragement, Direct instruction, and Systematizing. Labels of special needs types include learning disabled, mentally retarded, and emotionally and behaviorally disordered. Suggestions for organizing instruction are study carrels, cooperative learning (student to student), strategy groups based on particular skills, contracting about goals, "slicing" to reduce assignment size, thematic units, learning activity centers, and books on tape or CD-ROM. Other strategies specific to literacy instruction are language experience, sustained silent reading, sustained silent writing, rereading, echo/neuro-impress reading, and visual auditory kinesthetic tactile strategy (VAKT). (Contains 17 references.) (EF)

ED 440 364   CS 013 944

Denton, David R.

Teaching All Children To Read.

Southern Regional Education Board, Atlanta, GA.

Pub Date—2000-01-00

Note—13p.; This report is based in part on a session at the SREB Annual Meeting (Wilmington, DE, 1999).

Available from—Southern Regional Education Board, 592 10th St., NW, Atlanta, GA 30318 ($2.50 handling fee). Tel: 404-875-9211; Web site: http://www.sreb.org.

Pub Type— Opinion Papers (120)

EDRS Price – MF01/PC01 Plus Postage.

Descriptors—*Early Intervention, Elementary Secondary Education, *Professional Development, *Reading Diagnosis, *Reading Instruction, *Reading Teachers, *Student Needs

Schools should be able to teach every child to read, and achieving that goal will require changes in reading instruction at many levels. Six key areas must be addressed: (1) early assessment to identify each child's individual needs and detect problems early; (2) classroom reading instruction that meets the needs of all children; (3) early intervention to help children who are at risk of not learning to read; (4) intervention for students in the middle grades and high school who are not reading at grade level; (5) teacher education that makes reading a top priority and prepares new teachers to meet every child's reading needs; and (6) professional development that focuses on identified problems and helps teachers continually improve their skills in teaching reading. Reading reform as it took place in Alabama beginning in 1996 is cited as an example. (EF)

ED 440 365   CS 013 945

Gover, Mark R. Englert, Carol Sue

Quantitative Results of the Learning Environments for Accelerated Progress (LEAP) Curriculum.

Pub Date—1999-12-00

Note—19p.; Paper presented at the Annual Meeting of the National Reading Conference (49th, Orlando, FL, December 1-4, 1999).

Pub Type— Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price – MF01/PC01 Plus Postage.

Descriptors—Data Analysis, Elementary Education, Instructional Effectiveness, Multivariate Analysis, Reliability, *Scoring, Special Education, *Student Evaluation, Validity, *Writing (Composition), *Writing Evaluation, Writing Research, *Writing Skills

Identifiers—Discourse Conventions, Genre Approach, *Learning Environments, Primary Trait Scoring

An overview of LEAP (Learning Environments for Accelerated Progress) project outcomes draws data from original scoring protocols developed by the LEAP project. These scoring protocols (or "measures") were developed to assess students'

progress in the composition of three text genres: narrative, expert, and explanation. Initial analyses of data sought to answer two questions: (1) Are these protocols for the assessment of students' genre skills internally consistent and valid? and (2) From a statistical perspective, does the LEAP curriculum appear to have an effect? Each protocol incorporates two scales: a "primary traits" scale and a "convention" scale. The primary traits scale is intended to assess the degree to which a student captures the essential characteristics of one of the three particular genres. The writing conventions scale consisted of items intended to measure conventional writing skills such as spelling, paragraph writing, capitalizing, and so on. The sample consisted of approximately 115 special education students; although students ranged from kindergarten through sixth grade, the average was around third grade. Eight tables of data and three charts outline extensive results. Based on the evidence in the tables, both of the initial questions can be answered in the affirmative. Contains 8 tables, 3 charts, and 4 notes. (NKA)

ED 440 366   CS 013 946

Reading Recovery. [Fact Sheets].

Reading Recovery Council of North America, Columbus, OH.

Pub Date—2000-05-00

Note—31p.

Pub Type— Reports - Descriptive (141)

EDRS Price – MF01/PC02 Plus Postage.

Descriptors—*Early Intervention, Grade 1, Low Achievement, Primary Education, Professional Development, Program Effectiveness, Program Implementation, Reading Difficulties, *Reading Improvement, *Remedial Reading

Identifiers—*Reading Recovery Projects

This set of 10 fact sheets (each 2 to 4 pages long) addresses aspects of Reading Recovery, a program that helps children to be proficient readers and writers by the end of the first grade. It discusses the basic facts of Reading Recovery; Reading Recovery for Spanish literacy; Reading Recovery lessons; Reading Recovery professional development; facts and figures of Reading Recovery; measuring learner success; sustained gains over time; 10 principles in literacy programs that work; Reading Recovery and comprehensive school reform; and 10 frequently asked questions about Reading Recovery. The folder containing the fact sheets offers a vision statement, mission statement, and purpose of the Reading Recovery Council of North America, as well as a brief description of what Reading Recovery provides. (RS)

ED 440 367   CS 013 947

Pinnell, Gay Su

Reading Recovery: An Analysis of a Research-Based Reading Intervention.

Reading Recovery Council of North America, Columbus, OH.

Pub Date—2000-00-00

Note—75p.

Available from—Reading Recovery Council of North America, Inc., 1929 Kenny Road, Suite 100, Columbus, OH 43210-1069. Tel: 614-292-7111. Web site: http://www.readingrecovery.org.

Pub Type— Information Analyses (070)

EDRS Price – MF01/PC03 Plus Postage.

Descriptors—*Beginning Reading, Early Intervention, *Literacy, Primary Education, Reading Difficulties, *Reading Instruction, Reading Programs, Reading Research

Identifiers—National Institute Child Health Human Development, *Reading Recovery Projects

National attention is focused on early literacy, as several panels investigate and debate new directions in teaching children to read and write. This booklet reviews selected research recommended by the National Institute of Child Health and Human Development as a sound basis for designing literacy programs and particular intervention programs to help struggling readers. The booklet discusses how Reading Recovery epitomizes the 10 principles in literacy programs that work and states that the power of Reading Recovery lies in the integration of the 10 research-based components and the care-

ful, sensitive application of these components during a Reading Recovery lesson. It presents a chart which summarizes these 10 principles that this research suggests are essential for intervention programs and lists supporting research, as well as components and teaching procedures characteristic of Reading Recovery, for each of the 10 principles. Contains 2 tables and 89 references. (NKA)

ED 440 368　　　CS 013 948

[America Reads Challenge: Read*Write*Now! Arthur the Aardvark Activity Poster].

American Library Association, Washington, DC.; Reading Is Fundamental, Inc., Washington, DC.; Scholastic Inc., New York, NY.; Department of Education, Washington, DC.

Pub Date—2000-00-00

Note—12p.; Image of Arthur the Aardvark not available from ERIC. Also produced with Pizza Hut, Inc.

Available from—ED Pubs, P.O. Box 1398, Jessup, MD 20794-1398. Tel: 877-433-7827 (Toll Free); Web site: http://www.ed.gov/pubs/.

Pub Type— Guides - Non-Classroom (055)

EDRS Price – MF01/PC01 Plus Postage.

Descriptors—*Beginning Reading, *Community Involvement, *Literacy, Parent Participation, Primary Education, Program Development, *Reading Improvement, *Reading Programs, *Skill Development, Summer Programs, Writing Exercises

Identifiers—*America Reads Challenge, Read Write Now

This Read*Write*Now! activity poster presents, on one side, a colorful image of Arthur the Aardvark encouraging adults and children to share the fun of reading and writing, and, on the other side, 5 fun and challenging activities for reading time. The activities are designed to expand a child's interest in and enthusiasm for reading and writing while also helping to improve these skills. In addition to the activities, there is a brief description of the America Reads Challenge, a monthly calendar of events, and a certificate that can be presented to readers who have reached their reading and writing goals. (RS)

ED 440 369　　　CS 013 949

Ediger, Marlow

A Teaching of Reading Book Club.

Pub Date—2000-00-00

Note—9p.

Pub Type— Opinion Papers (120)

EDRS Price – MF01/PC01 Plus Postage.

Descriptors—*Discussion Groups, Elementary Education, *Improvement Programs, Instructional Effectiveness, Professional Development, *Reading Instruction, Reading Programs, *Teacher Associations, Teacher Improvement

Identifiers—*Book Clubs, Professional Literature

A professional library for inservice education of teachers can be useful in founding a Teaching of Reading Book Club. The Teaching of Reading Book Club, in time and sequentially, needs to become a community of learners in studying, assessing, and trying out new, recommended approaches in reading instruction. Knowing how these trial runs in new procedures work in improving the reading curriculum is a must. The Club can indeed work well through collaboration, cooperation, and unity of vision. Purpose for meeting regularly and desiring to improve the reading curriculum from what is to what it should be are admirable goals. Thus, a normative approach in the teaching of reading involves seeking, searching, and finding that which works best in teaching, be it individually or in a collaborative situation. (EF)

ED 440 370　　　CS 013 950

Samione, Jami M.

Reader Response: Effect of Reading Level on Readers' Aesthetic Responses.

Pub Date—2000-05-23

Note—98p.

Pub Type— Reports - Research (143) — Tests/Questionnaires (160)

EDRS Price – MF01/PC04 Plus Postage.

Descriptors—*Childrens Literature, Grade 5, Intermediate Grades, Parent Attitudes, *Reader Response, *Reading Achievement, *Reading Attitudes, Reading Research, Student Attitudes

Identifiers—*Aesthetic Response

A study examined whether students' reading ability affected their level of aesthetic reading response when reading level-appropriate literature. During the study, 28 fifth graders read books and wrote responses to what they read. Responses were scored on a rubric valuing aesthetic responses that demonstrated personal experiences. Students' reading ability had a strong correlation with written responses. This finding implied that students who read at lower reading levels had difficulty writing aesthetic responses while higher readers were more capable of responding aesthetically. A reading attitude survey administered to students and parents indicated a strong correlation to students' reading level. This demonstrated that the lower readers and their parents saw them as less-skilled readers and less interested in reading. (Contains 29 references, and 9 tables and 5 charts of data. Appendixes contain a consent form, the research timeline, assessment instruments, survey instruments, a 19-item list of children's literature references, data, and sample student reading responses.) (Author/RS)

ED 440 371　　　CS 013 952

Riley, Richard W. Rasco, Carol

"A Smarter Summer": Guest Columns on Summer Learning. America Reads Challenge.

Department of Education, Washington, DC.

Pub Date—2000-00-00

Note—20p.

Available from—America Reads Challenge, 400 Maryland Avenue, SW, Washington, DC 20202-0107. Tel: 202-401-8888. ED Pubs, P.O. Box 1398, Jessup, MD 20794-1398. Tel: 877-433-7827 (Toll Free). For full text: http://www.ed.gov/americareads/summer_smart.html.

Pub Type— Guides - Non-Classroom (055)

EDRS Price – MF01/PC01 Plus Postage.

Descriptors—Art Activities, Early Childhood Education, Elementary Education, Fine Arts, Learning Activities, Library Role, Mathematics Activities, Parent Participation, *Reading Improvement, Reading Skills, Science Activities, *Summer Programs, Television Viewing, Tutoring, *Writing Improvement, Writing Skills

How kids spend summer vacation has a direct and powerful impact on their success in school. This document presents 8 brief (600-word) newspaper columns that offer parents simple tips on how to promote learning through everyday activities. Each column ends with a referral for free resources to keep children learning outside the classroom. The newspaper columns are: (1) "Sneaking a Smarter Summer" (which kicks off a smarter summer with simple learning activities and offers a free activity poster to build reading and writing skills); (2) "A Smarter Summer: Less TV" (which encourages parents to limit summer viewing, making the most of TV, and offers kids alternatives to promote learning); (3) "A Smarter Summer: Revolution at the Library" (which addresses the dramatic changes taking place in public libraries as they become a greater resource for their communities); (4) "A Smarter Summer: Write It Right! (which discusses how parents can help children succeed in school by building writing skills during the summer); (5) "A Smarter Summer: Math and Science" (which addresses the importance on achievement in math and science and how parents can make math and science learning fun); (6) "A Smarter Summer: The Arts Advantage" (which offers guidance for parents on how to use the visual arts, dance, music, and drama to develop skills that help children learn in school); (7) "A Smarter Summer: It's Never too Early to Learn" (which discusses how babies, toddlers, and preschoolers can gain skills and love learning); and (8) "A Smarter Summer: Back to School" (which addresses how parents can continue to teach children once school is in session, and how communities can get free reading tutors paid by "Uncle Sam"). (RS)

ED 440 372　　　CS 013 953

Thompson, Sara

Effective Content Reading Comprehension and Retention Strategies.

Pub Date—2000-06-02

Note—59p.

Pub Type— Guides - Classroom - Teacher (052)

EDRS Price – MF01/PC03 Plus Postage.

Descriptors—*Content Area Reading, Elementary Secondary Education, Learning Theories, Literacy, *Reading Comprehension, *Reading Instruction, *Reading Strategies, Retention (Psychology)

Identifiers—*Meaning Construction, Organizational Skills

This booklet provides a sampling of strategies that will help students with content literacy. It is based on the idea that reading is about understanding such that the words are transformed into meaningful thoughts within the reader's cognitive frame of reference. The booklet contains various learning theories, and the strategies suggested correlate to these theories. The strategies are divided into three categories: preparation, during reading, and after reading, which correspond with 9 comprehension strategies, 22 organizational strategies, and 6 retention strategies. The booklet concludes that incorporating strategies into instruction will help increase comprehension levels and move students from passive to active learners. (Contains 37 references and 5 appendixes with extensive worksheet examples for the given strategies.) (EF)

ED 440 373　　　CS 013 956

Review and Oversight of the 1998 Reading Results of the National Assessment of Educational Progress (NAEP)—The Nation's Report Card. Hearing before the Subcommittee on Oversight and Investigations of the Committee on Education and the Workforce. United States House of Representatives, One Hundred Sixth Congress, First Session.

Congress of the U.S., Washington, DC. House Committee on Education and the Workforce.

Report No. —House-Hrg-106-44; ISBN-0-16-058755-7

Pub Date—1999-05-27

Note—130p.

Available from—U.S. Government Printing Office, Superintendent of Documents, Congressional Sales Office, Washington, DC 20402.

Pub Type— Legal/Legislative/Regulatory Materials (090)

EDRS Price – MF01/PC06 Plus Postage.

Descriptors—Disabilities, Elementary Secondary Education, Hearings, *National Competency Tests, *Politics of Education, *Reading Achievement, Test Results, Test Use, Test Validity

Identifiers—Congress 106th, *National Assessment of Educational Progress

This document presents the transcript (and written statements) of a congressional hearing on the potential politicization of the National Assessment of Educational Progress (NAEP) and the trustworthiness of the scores that the states received during the 1998 reading assessment. It addresses whether Vice President Al Gore's "release" of the results violated the apolitical nature of the NAEP, and whether or not including students with disabilities affected the results of the assessment. The document presents the opening statements of Subcommittee chairman Pete Hoekstra, and an opening statement of ranking Subcommittee member Tim Roemer. It then presents the statements hearing transcripts of Pascal D. Forgione, Jr., Commissioner of Educational Statistics, and Mark D. Musick, Chairman of the National Assessment Governing Board. Appendixes contain the opening statement of Pete Hoekstra, the written statements of Pascal Forgione, Jr. and Mark Musick; a policy statement on reporting and dissemination of NAEP results; and correspondence between committee members and those testifying. (RS)

ED 440 374   CS 013 957

Smith, M. Cecil

Adults' Engagement in Reading: A Test of Engagement Theory.

Pub Date—1997-03-00

Note—8p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).

Available from—For full text: http://coe.cedu.niu.edu/~smith/papers/engagement.htm.

Pub Type— Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price – MF01/PC01 Plus Postage.

Descriptors—*Adults, *Literature Appreciation, *Reading Habits, *Reading Interests, *Reading Motivation, Reading Research

Identifiers—*Adult Functional Reading Study, Reading Behavior

A study examined the extent to which adults engage in reading tasks to meet a variety of personal purposes and needs, asking when engaged reading is most likely to occur for types of text sources, reading purposes, reading settings, educational attainment groups, and occupational groups. Subjects included 159 adults who represented a wide range of occupations and who recorded their everyday reading practices for 5 days. Results indicated the following rankings: (1) most prevalent text sources types were periodicals, general books and religious materials, and informational texts; (2) 29% of engaged reading was for functional/informational/consumer purposes, 25% leisure, and 25% work; (3) 58% of reading took place at home; (4) the agricultural, trade, and health care occupational groups reported similar numbers of reading events, while businesses reported less; and (5) persons aged 36-49 read the most, followed by ages 50-84 and 20-35. Findings suggest that engaged reading behavior is relatively rare overall, engaged reading is mostly for functional purposes, and engaged reading occurred as frequently for the least as well as the most educated adults. Further research should include observations of engaged reading behaviors and interviews to determine variables contributing to adults' reading engagement. (Contains 11 references.) (EF)

ED 440 375   CS 013 963

Chang, Carrie

Relationship between Music Learning and Language Reading? Review of Literature.

Pub Date—2000-00-00

Note—41p.

Pub Type— Information Analyses (070)

EDRS Price – MF01/PC02 Plus Postage.

Descriptors—Elementary Secondary Education, Higher Education, Literature Reviews, *Music, Predictor Variables, Reading Achievement, *Reading Improvement, *Reading Research, Reading Skills

This paper reviews literature in the past 60 years about the relationship between music experience and language reading. Results of the literature review fall into three categories: the first group of studies (group I) indicates that music experience benefits language reading due to six transfers of learning—prediction skill, whole-to-part strategy, awareness of rhythm, rhyme and phonological awareness, learning between two similar symbol systems, and eye span and movement. The second group of studies (group II) suggests music experience neither benefits nor undermines language reading. The third group of studies (group III) demonstrates that the learners' socioeconomic status, intelligence, or social capital are better indicators of language reading experience than music experience. It concludes that music experience does not hamper language reading, but whether music experience facilitates language reading and the extent to which music experience aids language reading remains nebulous. (Contains 51 references, a table, and a figure illustrating the relationship between aspects of music and aspects of reading.) (Author/RS)

ED 440 376   CS 217 056

Rothstein, Evelyn Lauber, Gerald

Writing as Learning: A Content-Based Approach.

Report No.—ISBN-1-57517-259-3

Pub Date—2000-00-00

Note—241p.

Available from—SkyLight Training and Publishing Inc., 2626 S. Clearbrook Dr., Arlington Heights, IL, 60005-5310 ($26.95). Tel: 800-348-4474 (Toll Free); Tel: 847-290-6600; Web site: http://www.skylightedu.com; e-mail: info@skylightedu.com.

Pub Type— Guides - Classroom - Teacher (052)

EDRS Price – MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Active Learning, Biographies, Content Area Writing, Elementary Secondary Education, Grammar, Metacognition, Thinking Skills, Vocabulary Development, *Writing Instruction, Writing Strategies

Based on the understanding that writing should not be confined to the language arts classroom, this book provides over 200 examples of how 12 different strategies can be used in kindergarten through high school classrooms. The writing strategies in the book demonstrate how writing can also be employed as a powerful tool for processing new subject-area content and integrating new learning with prior knowledge. Additionally, by using writing to process content, students learn to read better, strengthen organizational skills, achieve an enriched vocabulary, and enhance thinking skills. After a preface and introduction, chapters in the book are: (1) The Elements of Writing as Learning: Strategies, Genres, Topics, and Tools; (2) Building Taxonomies for Fluency: The ABCs of Word Power; (3) Composing with Keywords: Words Define Knowledge; (4) Metacognition: Knowing What You Know; (5) Defining Format: Categorizing and Clarifying; (6) Profiles and Frames: Organizers for Writing; (7) Who's Who: Biographies and Autobiographies; (8) Reasons, Causes, Results: The Essay—Personal, Persuasive, Explanatory; (9) Where in the World: Locating Our Writing; (10) Premises, Premises: The Book, the Play, the Movie; (11) Quotable Quotes: Beliefs and Opinions; (12) Personifications and Interactions: Subject Area Conversations; (13) Morphology, Etymology, and Grammar: Words for Grammar and History; (14) Writing as Editing: Writers Revisit; and (15) Active Learning: A Goal for Every Student. (Contains 42 references.) (RS)

ED 440 377   CS 217 057

Harwayne, Shelley

Lifetime Guarantees: Toward Ambitious Literacy Teaching.

Report No.—ISBN-0-325-00241-X

Pub Date—2000-00-00

Note—384p.; For the companion volume, "Going Public: Priorities & Practice at The Manhattan New School," see ED 433 602.

Available from—Heinemann, 88 Post Road West, P.O. Box 5007, Westport, CT 06881 ($25). Tel: 800-793-2154 (Toll Free); Web site: http://www.heinemann.com.

Pub Type— Books (010) — Guides - Classroom - Teacher (052)

Document Not Available from EDRS.

Descriptors—Administrator Role, Elementary Education, Parent School Relationship, *Poetry, Professional Development, *Reading Instruction, *School Culture, *Writing Instruction

A companion volume to "Going Public: Priorities & Practice at The Manhattan New School," this book, which focuses exclusively on literacy, shares the ways reading and writing are taught at the school which allows it to offer guarantees that students will take care of their literacy long after their graduation days. Intended for classroom teachers and their principals, it also addresses the ways the culture of the school can support teachers' efforts to do literacy work. Each chapter begins with a Reader's Guide and concludes with a Related Readings page, suggesting related sections in "Going Public" and "Writing through Childhood." Chapters in the book are: (1) Designing the Literary Landscape; (2) Reflecting on the Teaching of Writing;

(3) Discovering Real-World Reasons to Write; (4) Paving the Way for Nonfiction Study; (5) Paying Tribute to Poetry; (6) Non-Negotiables in the Teaching of Reading; (7) Professional Growth in the Teaching of Reading; (8) Informing Families about the Teaching of Reading; (9) Providing Safety Nets for Struggling Students; and (10) On Loving and Learning Language. Appendixes present a children's literature survey instrument and results, observation reports, worksheets, think-sheets, student writing samples, and references to how poetry is put to use in this book and in the two companion volumes. (Contains approximately 400 references.) (RS)

ED 440 378   CS 217 058

Hughes, Tony

Study of Character in English. [Computer Diskette].

Pub Date—1999-00-00

Note—0p.; For other programs in the set, see CS 217 059-060.

Available from—New Horizons Educational Computing Services, P.O. Box 658, 147 Faulkner St., Armidale, NSW 2350, Australia ($79.95 Australian currency for single disk in Macintosh or Windows format). Tel: 800-023-069 (Toll Free); Fax: 800-808-656 (Toll Free); Web site: http://nh.com.au; e-mail: info@nh.com.au.

Pub Type— Guides - Classroom - Teacher (052) — Machine-Readable Data Files (102)

Document Not Available from EDRS.

Descriptors—*Characterization, Class Activities, *English Instruction, *English Literature, Foreign Countries, Intermediate Grades, Literary Criticism, Literary Devices, *Literature Appreciation, *Questioning Techniques, Secondary Education

Part of a three-program set, this computer software program is designed to support the teaching of literary criticism in the English classroom through a focus on characterization. It aids teachers in the search for literary meaning by providing questions from different reading positions. The program is easy to operate and requires little prior computing knowledge. It provides 150 questions in three forms—a generic version of each question (without reference to any particular work), an example question (showing how the question might read when applied to a specific novel), and a modifiable version where changes can be made by the user. Worksheets, tests, or study programs can be constructed from any combination of the questions. Each question within the program is linked to a curriculum positioning bank which suggests how it may be read from three commonly taught reading positions. (RS)

ED 440 379   CS 217 059

Hughes, Tony

Study of Plot in English. [Computer Diskette].

Pub Date—1999-00-00

Note—0p.; For other programs in the set, see CS 217 058 and CS 217 060.

Available from—New Horizons Educational Computing Services, P.O. Box 658, 147 Faulkner St., Armidale, NSW 2350, Australia ($79.95 Australian currency for single disk in Macintosh or Windows format). Tel: 800-023-069 (Toll Free); Fax: 800-808-656 (Toll Free); Web site: http://nh.com.au; e-mail: info@nh.com.au.

Pub Type— Guides - Classroom - Teacher (052) — Machine-Readable Data Files (102)

Document Not Available from EDRS.

Descriptors—Characterization, Class Activities, *English Instruction, *English Literature, Foreign Countries, Intermediate Grades, Literary Criticism, Literary Devices, *Literature Appreciation, *Questioning Techniques, Secondary Education

Identifiers—*Plot (Fiction)

Part of a three-program set, this computer software provides a comprehensive range of generic questions on plot in literature. The program is comprised of: 150 questions sorted into 14 categories; supporting ideological commentary classifying question types; and a user-friendly program

enabling worksheet production. It is underpinned by a Critical Literacy approach to aid the teacher who wishes to expand their understanding of the relationship between the theory and practice of English teaching. The program addresses: predictions about plot and expectations as readers; plot exposition; character construction and plot; writer's portrayal of plot; gender characteristics of plot; rising action; common plot patterns; plot conflict; stereotypical elements of plot; climax and suspense; interactive elements of character, setting, and theme; intertextual emphasis; social and cultural context of plot; and a reviewing of plot construction. (RS)

ED 440 380   CS 217 060

Hughes, Tony

Study of Setting in English. [Computer Diskette].

Pub Date—1999-00-00

Note—0p.; For other programs in the set, see CS 217 058-059.

Available from—New Horizons Educational Computing Services, P.O. Box 658, 147 Faulkner St., Armidale, NSW 2350, Australia ($79.95 Australian currency for single disk in Macintosh or Windows format). Tel: 800-023-069 (Toll Free); Fax: 800-808-656 (Toll Free); Web site: http://nh.com.au; e-mail: info@nh.com.au.

Pub Type— Guides - Classroom - Teacher (052) — Machine-Readable Data Files (102)

Document Not Available from EDRS.

Descriptors—Characterization, Class Activities, *English Instruction, *English Literature, Foreign Countries, Intermediate Grades, *Literary Criticism, Literary Devices, *Literature Appreciation, *Questioning Techniques, Secondary Education

Part of a three-program set, this computer software program is designed to aid teachers in the search for literary meaning by providing questions from different reading positions. The program provides 150 questions in 3 forms—a generic version of each question (without reference to any particular work), an example question (showing how the question might read when applied to a specific novel), and a modifiable version (where changes can be made by the user). Worksheets, tests, or study programs can be constructed from any combination of the questions. Each question within the program is linked to a curriculum positioning bank which suggests how they may be read from three commonly taught reading positions. On loading the program, the user is presented with a main menu of 14 generic question categories which investigate a variety of approaches to the text, including traditional and more recent techniques. These include Predictions and Expectations, Writer/Narrator's Portrayal and Gender Characteristics, Social and Cultural Context, and Intertextual Emphasis questions. Following selection of a category, a series of questions appear from which the user can select. Questions can be modified, though each is sufficiently generic to be applicable to most texts. Once selected, individual questions are added to the user's personalized document. The accumulated questions can be viewed readily, and last-minute modifications are easy to execute. The user's own worksheet (in whatever stage of development) may be saved within the program for ready access next time. (RS)

ED 440 381   CS 217 061

Yackanicz, Linda

Reluctant Writers & Writing-Prompt Software.

Pub Date—2000-05-13

Note—27p.; Master's Thesis, Chestnut Hill College.

Pub Type— Dissertations/Theses - Masters Theses (042)

EDRS Price – MF01/PC02 Plus Postage.

Descriptors—Case Studies, Computer Assisted Instruction, Grade 3, Instructional Effectiveness, Primary Education, *Writing Difficulties,

*Writing Instruction, Writing Processes, Writing Research

Identifiers—*Reluctant Writers, *Writing Prompts

This study investigated the use of a writing-prompt software program, "The Ultimate Writing and Creativity Center," by two reluctant writers (two third-grade students attending a school in a suburb of Philadelphia, Pennsylvania) and compared their work with their pencil and paper writing. Given that computers are effective tools for supporting children's writing, and given the claims of software companies that writing-prompt programs help reluctant writers, the following question was asked: What happens when a reluctant writer uses writing-prompt software? The data reported were obtained from questionnaires, interviews, observations, and a collection of paper and pencil stories and computer work. Results indicated that writing-prompt software enabled two reluctant writers to think differently about their writing. They wrote more using the computer and were willing to compose stories on the computer. In addition, they took these experiences of writing with the computer and applied this knowledge to their everyday writing. Implications for teaching practices and future research are discussed. (Contains 30 references.) (Author/RS)

ED 440 382   CS 217 062

Stinson, Anne D'Antonio

Why Beginning English Teachers Do What They Do.

Pub Date—1999-04-30

Note—27p.; Paper presented at the Annual Meeting of the Wisconsin Council of Teachers of English-Language Arts (Madison, Wisconsin, April 30, 1999).

Pub Type— Reports - Evaluative (142) — Speeches/Meeting Papers (150)

EDRS Price – MF01/PC02 Plus Postage.

Descriptors—*Beginning Teacher Induction, *Beginning Teachers, *Decision Making, *English Teachers, High Schools, Mentors, Middle Schools, Preservice Teacher Education, *Teacher Attitudes

A basic assumption in teacher education is that teacher education programs are the primary influence in the thinking of new English teachers. A study evaluated that assumption. The researchers worked with four first-year high school or middle school English teachers to identify decision points in their teaching and to name the influences that affected those decisions. The primary data sources for the study were anthropological field notes taken during seven or eight monthly visits to each classroom and stimulated recall interviews based on those field notes. Participants and the researcher examined and discussed the field notes in order to identify decision points in the participants' teaching and to explore the thinking behind the decisions. Data analysis revealed that the decisions made by these new teachers were of two types: instructional and managerial. For each of these decision types, the primary categories of influence were student needs and prior experience. Other influences included normative influences (administration, curriculum guides, department regulations, etc.), availability of materials, university/teacher education programs, and professional development. Furthermore, the participants did not articulate the influence(s) on many decisions. The findings suggest the need for enhanced pre-student teaching experiences, multiple sections of one preparation that will allow new teachers to refine their decision making, and mentor programs for new teachers. (Contains 22 references and 2 notes.) (RS)

ED 440 383   CS 217 063

Moe, Holly K.

Smarthinking.com—Online Writing Lab or Jiffy-Editing Service?

Pub Date—2000-05-16

Note—39p.

Pub Type— Reports - Research (143) — Tests/Questionnaires (160)

EDRS Price – MF01/PC02 Plus Postage.

Descriptors—*Computer Uses in Education, Editing, Higher Education, *Internet, Student Atti-

tudes, *Tutorial Programs, *Tutoring, *Writing Instruction

Identifiers—*Interactive Computer Systems, *Tutor Role, Writing Quality

A study investigated the usefulness of an online writing lab, Smarthinking, in a college writing tutorial program. The study investigated 4 issues: what Smarthinking is and how it works; what students think of the program; what instructors think of the program; and whether Smarthinking is cohesive with writing center principles and procedures. A total of 97 anonymous responses were received to a survey of students and writing center tutors. Results indicated that: (1) students reacted positively to the program and would utilize it in the future; (2) instructors were positive but noncommittal about utilizing the program and offered several improvement suggestions; and (3) Smarthinking does not coincide with the interpersonal interaction characteristic of the writing center. Findings suggest that while Smarthinking provides good editorial service, the educational value for developing writers using such a program may be minimal. Additional research is needed to develop an interactive, explanative, in-depth online tutorial component for programs like Smarthinking. (Contains 26 references. Appendixes contain survey instruments, interview questions, and graphs of data.) (EF)

ED 440 384   CS 217 064

Oliver, Rob

Another Look at Genre in the Teaching of Writing.

Pub Date—1999-07-00

Note—14p.; A revised version of a paper presented at the Biennial Conference of the International Federation for the Teaching of English (England, July 7-10, 1999).

Available from—For full text: http://www.nyu.edu/education/teachlearn/ifte/oliver1.htm.

Pub Type— Information Analyses (070) — Speeches/Meeting Papers (150)

EDRS Price – MF01/PC01 Plus Postage.

Descriptors—*English Instruction, Higher Education, *Instructional Innovation, *Literary Genres, Process Approach (Writing), Secondary Education, *Writing Instruction, *Writing Processes

Identifiers—*Genre Approach, *Genre Studies

This paper offers a critical review of new approaches to genre, including the process, workshop, communication, and traditional approaches, and asks what English teaching can learn from them amidst ongoing debates about repertoire, multiliteracies, and the influence of new technologies. It argues that a flexible, participatory and critical view of genre offers ways of seeing writing as a social and personal activity and provides a basis for discussing difference, similarity, and change in all kinds of texts and text-making. The paper concludes that seeing genres in terms of dialogue rather than transmission, and as negotiated social practices rather than fixed rhetorical forms, offers positive alternatives. (Contains 59 references.) (EF)

ED 440 385   CS 217 065

Donoghue, Mildred R.

Using Literature To Help Emergent Readers Develop Concepts in Math, Social Studies, and Science.

Pub Date—2000-04-06

Note—11p.; Paper presented at the Iowa Reading Conference (Des Moines, Iowa, April 6, 2000).

Pub Type— Reference Materials - Bibliographies (131) — Speeches/Meeting Papers (150)

EDRS Price – MF01/PC01 Plus Postage.

Descriptors—Annotated Bibliographies, *Beginning Reading, Class Activities, *Concept Formation, *Content Area Reading, Elementary Education, *Emergent Literacy, Learning Activities, National Standards, Preschool Education, Primary Education, State Standards

Identifiers—*Trade Books

It is imperative that classroom teachers encourage emergent literacy without sacrificing literature or an introduction to some of the basic concepts in the content areas. This annotated bibliography fea-

tures some examples of titles recommended by "Best Books for Children" which carry content standards recently established by national organizations and/or state departments of education for the lower grades. The bibliography lists four books which are compatible with science education content standards, four books which are compatible with history-social science standards, and five books which are compatible with mathematics content standards. Each annotation consists of a description of the book, a brief description on the concept addressed, and a class activity to be conducted after reading the book aloud. (NKA)

ED 440 386   CS 217 066
Layzer, Carolyn
Who's Afraid of Bilingual Learners? The Role of Teachers' Attitudes and Beliefs.
Pub Date—2000-03-18
Note—11p.; Paper presented at the Annual Spring Conference of the National Council of Teachers of English (New York, NY, March 16-18, 2000).
Pub Type— Reports - Evaluative (142) — Speeches/Meeting Papers (150)
EDRS Price – MF01/PC01 Plus Postage.
Descriptors—Academic Achievement, Adolescents, Bilingual Students, Case Studies, *Classroom Environment, Classroom Research, English Teachers, Qualitative Research, *Secondary Education, *Teacher Attitudes
   This paper explores a range of attitudes about bilingual/bicultural learners in a secondary school context. It presents findings of a qualitative case study of the role of the classroom context in constraining or enabling English Language Learners' (ELLs') academic success. Interviews were conducted with mainstream teachers in English, Social Studies, Math, and Science, as well as the school ESL teachers. A series of classroom observations were also conducted with each teacher-participant, and artifacts (such as worksheets, text assignments) were analyzed for the linguistic-cognitive demands placed on the learner. The paper discusses the problematic contradictions embedded in beliefs teachers and staff hold about both adolescent learners in general and adolescent ELLs. Appendixes contain a chart expressing the continuum of teacher stances and features of high schools that promote the achievement of language-minority students. (RS)

ED 440 387   CS 217 068
Myers, Marshall
A Syntactical and Rhetorical Analysis of Selected Annual Reports.
Pub Date—1996-03-00
Note—11p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (47th, Milwaukee, WI, March 27-30, 1996).
Pub Type— Reports - Research (143) — Speeches/Meeting Papers (150)
EDRS Price – MF01/PC01 Plus Postage.
Descriptors—*Annual Reports, *Audience Awareness, *Business Communication, Higher Education, Rhetorical Criticism, Statistical Analysis, Syntax, *Technical Writing, Writing Research
Identifiers—Computer Analysis, T Test, Writing Style
   For an analysis of real-world writing, a researcher picked annual reports since they are written for stockholders, financial advisers, and "the competition." Annual reports are essentially "puff pieces," documents written by company people aiming to please the stockholders. Because of the varied audience, the narrative section, the largest and most important prose section of these documents, was chosen for analysis. Thirty reports were examined—10 picked by financial magazines as "best of the year," 10 picked as "worst of the year," and 10 chosen at random from the Fortune 500 list. An analytic method came from an examination of other reports which allowed pinpointing 32 characteristics important to understanding what these documents were made of—22 syntactic and stylistic features, and 10 rhetorical features. After the documents were scanned and put into a readable format,

the "Correct Grammar" computer program was used to provide figures on the total number of words, average sentence and paragraph length, possible passive voice, and syllables per hundred words. All 30 narratives were read for the rhetorical analysis. Testing the data using a modified t-test, significant differences were found in the variables between the successful and average groups in only two places; data analysis suggests that 68.1% of the time the groups do not vary. Figures gathered in this study could be used to characterize those rhetorical and syntactic characteristics to business writing students, and in turn, these students could use the figures to examine their own writing to determine its "fingerprint." (NKA)

ED 440 388   CS 217 069
Literacy for ALL Students: The Rhode Island English Language Arts Framework.
Rhode Island State Dept. of Elementary and Secondary Education, Providence.
Pub Date—1996-00-00
Note—98p.
Pub Type— Collected Works - General (020) — Guides - Non-Classroom (055)
EDRS Price – MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—*Academic Standards, Curriculum Development, Elementary Secondary Education, *English Curriculum, *English Instruction, *Language Arts, Professional Development, Program Effectiveness, *State Standards, Student Evaluation
Identifiers—*Rhode Island
   This framework is designed to serve as a general map for the development of English language arts curricula by schools, school districts, or collaboratives. It is not a curriculum guide. Rather, it provides a structure that local agencies can employ in planning curriculum and instruction tailored to their own needs and circumstances. This framework outlines the English language arts standards all Rhode Island students should meet in order to communicate effectively, make decisions, solve social and work-related problems, and continue learning throughout their lives. After an introduction, sections of the framework are: (1) Critical Beliefs about English Language Arts; (2) Vision Statement; (3) The Rhode Island Standards; (4) Assessment; (5) Professional Development; and (6) Evaluation of Existing Programs. (Contains a 27-item glossary; names and addresses of 14 professional organizations; and an 88-item list of annotated references. An appendix contains a report on developing the common core of learning goals.) (RS)

ED 440 389   CS 217 070
AAP Findings, 1998: AAP English Language Fifth Survey.
Scottish Office Education Dept., Edinburgh.
Pub Date—2000-00-00
Note—22p.; For other documents on the fifth survey, see CS 217 071-072.
Available from—Dissemination Officer, SEED Research Unit, Room 2B-96, Victoria Quay, Edinburgh EH6-6QQ Scotland. For full text: http://www.hmis.scotoff.gov.uk/riu.
Pub Type— Reports - Research (143)
EDRS Price – MF01/PC01 Plus Postage.
Descriptors—Comparative Analysis, Elementary Secondary Education, *English, Foreign Countries, *Reading Achievement, Sex Differences, Student Evaluation, Student Surveys, *Writing Achievement, *Writing Evaluation
Identifiers—*Assessment of Achievement Programme (Scotland), *Scotland
   The fifth Assessment of Achievement Programme (AAP) survey of students' attainment in English language was carried out in 1998 by two English specialists from Edinburgh University (Scotland) working with the AAP National Coordinator. Samples of students at P4, P7, and S2 were selected to be representative of students in all mainstream schools. Approximately 7000 students completed the assessments in May/June 1998. Assessment was based on the curriculum defined in the "National Guidelines: English Language 5-14," specifically on reading and writing. Assessment tasks were thematically linked and required stu-

dents to employ the communication skills of reading and writing as a natural part of the work on the topic provided. Standards at P4 showed strengths in both reading and writing, with over two-thirds of the sample achieving Level B (range is from A to E). Comparisons were made between P7 and S2 only. S2 students performed significantly better than P7 on all the reading and writing tasks, although there was a difference in the percentage of students at these stages attaining the national target: at P7, 73% attained Level D or better on reading tasks and 36% were attaining Level D or better in writing tasks; at S2, 41% attained Level E or better in reading tasks and 23% attained Level E in writing tasks. Results showed that the girls are performing consistently better than the boys. In addition to assessing students' performance, the survey gathered relevant information from students and schools. (NKA)

ED 440 390   CS 217 071
Feedback: AAP Fifth English Survey.
Scottish Office Education Dept., Edinburgh.
Pub Date—2000-00-00
Note—8p.; For other documents on the fifth survey, see CS 217 070 and CS 217 072.
Available from—Dissemination Officer, SEED Research Unit, Room 2B-96, Victoria Quay, Edinburgh EH6-6QQ, Scotland. For full text: http://www.hmis.scotoff.gov.uk/riu.
Pub Type— Reports - General (140)
EDRS Price – MF01/PC01 Plus Postage.
Descriptors—Elementary Secondary Education, English, Feedback, Foreign Countries, *Reading Achievement, *Reading Skills, Student Surveys, *Writing Achievement, *Writing Evaluation, *Writing Skills
Identifiers—*Assessment of Achievement Programme (Scotland), *Scotland
   This brochure (which can be used in the classroom as a poster) is intended to provide "a quick way into" the Assessment of Achievement Programme (AAP) English language survey and its findings. The brochure pinpoints the reading purpose and strands that the survey covered. It contains brief sections on performance over time; gender findings; assessment of reading skills; understanding main ideas, supporting ideas, and details; how well students performed; reflecting on the writers' ideas; and points for consideration. It also cites the writing purposes and strands that the survey covered, and discusses gender; selection and organization of ideas; functional writing; personal writing; imaginative writing; and points for consideration. (NKA)

ED 440 391   CS 217 072
AAP Examples: AAP English Language Fifth Survey.
Scottish Office Education Dept., Edinburgh.
Pub Date—2000-00-00
Note—23p.; For other documents on the fifth survey, see CS 217 070-071.
Available from—Dissemination Officer, SEED Research Unit, Room 2B-96, Victoria Quay, Edinburgh EH6-6QQ. Tel: 0131 244 0167; Fax: 0131 244 5581; Web site: http://www.hmis.scotoff.gov.uk/riu.
Pub Type— Reports - Descriptive (141)
EDRS Price – MF01/PC01 Plus Postage.
Descriptors—Elementary Secondary Education, English, Foreign Countries, Professional Development, *Reading Achievement, *Reading Tests, Student Surveys, *Writing Achievement, *Writing Evaluation, *Writing Tests
Identifiers—*Assessment of Achievement Programme (Scotland), *Scotland
   This booklet provides some examples of the assessment items used in the fifth English language survey of the Assessment of Achievement Programme (AAP). The examples in the booklet are intended to provide teachers with a clear idea of the range of items used in the survey in the hope that they will provide material for personal professional development and for discussion in inservice training sessions in schools and other locations. The examples provided in the booklet should be seen in the context of the survey as a whole. The booklet is divided into two parts, reflecting the structure of the

survey. The first part of the booklet provides two examples of reading assessment used in the survey: one information text and associated tasks used at P4, and one narrative text and associated tasks used at P7 and S2. These examples are preceded by a brief description of the different types of assessment used in assessing reading. The second part provides examples of writing assessment used in the survey along with sample responses. (NKA)

ED 440 392　　　　　CS 217 073

Allender, Dale, Comp.

Trends and Issues in English Instruction, 2000—Six Summaries. Summaries of Informal Annual Discussions of the Commissions of the National Council of Teachers of English.

National Council of Teachers of English, Urbana, IL.

Pub Date—2000-00-00

Note—6p.; For 1999's Trends and Issues, see ED 428 396.

Pub Type— Reports - Descriptive (141)

EDRS Price – MF01/PC01 Plus Postage.

Descriptors—*Curriculum Development, Educational Trends, Elementary Secondary Education, *English Instruction, Faculty Development, Higher Education, *Language Arts, *Literature Appreciation, Mass Media Role, Politics of Education, *Reading Instruction, Student Evaluation, Teaching Methods, *Writing (Composition)

Identifiers—*Media Literacy, *National Council of Teachers of English

This 17th annual report presents information on current trends and issues informally discussed by the directors of six National Council of Teachers of English commissions. Commission on Composition (Richard Gebhardt, director) discussed the role of writing in literacy; interactions of race, class, language, and learning; teaching grammar; large-scale writing assessment; computers and writing instruction; limited preparation to teach writing; excessive teacher workload; writing across the curriculum; and dual-credit courses. The Commission on Curriculum (Frankey Jones, director) discussed public discussion of curriculum; high-stakes assessment; mandating of curriculum by legislative bodies; and use of nonfiction literature throughout the curriculum. The Commission on Language (Judith Wells Lindfors, director) discussed: teachers and students determining when to take standardized tests; trends mandating specific teaching methodology; teaching grammar; and classroom climates in which language that demonizes or belittles groups of students is not used. The Commission on Literature (Michael Moore, director) discussed multicultural literature; NCTE Booklist; the growing influence of the English Advanced Placement exam; the need for assessing the impact of writing and literature projects. The Commission on Media (Andrew Garrison, director) discussed increasing recognition of the importance of media education; insufficient or unavailable training for classroom and preservice teachers; mass media role; increasing numbers of resources for teachers of media literacy; distance learning; intellectual property; The Corporation for Public Broadcasting's coalition of educators used in the production of American novel adaptations; and the concern over commercial, private corporations offering hardware and programming to schools in exchange for students watching commercials. The Commission on Reading (Mary H. Maguire, director) discussed their support for the four resolutions passed at the NCTE annual conference in Denver, Colorado. (RS)

ED 440 393　　　　　CS 217 074

Van der Hoeven, Sieta

Reading Adolescent Fiction: Students "Reading" Themselves.

Pub Date—1999-07-00

Note—9p.; Paper presented at the Biennial Conference of the International Federation for the Teaching of English (Warwick, England, July 7-10, 1999).

Available from—For full text: http:// www.nyu.edu/education/teachlearn/ifte/hoev-

en.htm.

Pub Type— Reports - Research (143) — Speeches/ Meeting Papers (150)

EDRS Price – MF01/PC01 Plus Postage.

Descriptors—*Adolescent Literature, *Critical Theory, Faculty Development, Foreign Countries, *Reader Response, Reader Text Relationship, Research Methodology, Secondary Education

Identifiers—Australia, *Meaning Construction, Teaching Perspectives, Teaching Research

Jeffrey Wilhelm extrapolated 10 different dimensions of response to reading, which he grouped under the headings of "evocative," "connective," and "reflective" dimensions. A study used these dimensions of response to measure some of the activities set by a group of teachers and some of the written and oral work produced by the students against them. All the teachers in the research project were trained at universities whose English departments saw literature in New Critical or "Leavisite" terms. They took on board during professional development sessions the personal growth model of the reader-response theorists, and all are now struggling to incorporate critical theory ideas built into their teaching as well. During regular bimonthly meetings (which were taped) of the "project circle," the teachers discussed literature teaching in general and their experiences in particular. The researcher followed four of the five teachers into their classrooms to observe how they and their students made meaning of an adolescent fiction text, and teachers and students were interviewed. Excerpts from teacher interviews suggest some initial insights. (NKA)

ED 440 394　　　　　CS 217 075

Smith, Carl B.

The Self-Directed Learner. Helping Children To Learn Series.

ERIC Clearinghouse on Reading, English, and Communication, Bloomington, IN.; Family Learning Association, Bloomington, IN.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—ISBN-1-883790-60-3

Pub Date—2000-00-00

Contract—ED-99-CO-0028

Note—72p.; For other titles in the series, see ED 437 609-612.

Available from—Family Learning Association, 3901 Hagan St., Suite H, Bloomington, IN 47401. Tel: 800-759-4723 (Toll Free); Web site: http://www.kidscanlearn.com.

Pub Type— Guides - Non-Classroom (055) — ERIC Publications (071)

EDRS Price – MF01/PC03 Plus Postage.

Descriptors—Critical Thinking, *Educational Attitudes, Elementary Education, Learning Activities, Parent Role, Parents as Teachers, Reading Comprehension, Reading Skills, *Thinking Skills

This short book gives an overview of a curriculum plan, a plan to develop the kind of learners that young children should become. The purpose of this self-directed learner curriculum is to help parents and educators guide young learners so they become capable, purposeful, responsible citizens. It provides an outline of the steps needed to develop the attitudes, skills, and knowledge that will serve children across the years. After an introduction, the "Round Pegs in Square Holes" section of the book discusses beliefs and principles of self-directed learning and the meaning of "developmentally appropriate." The next section, "Images of the Self Directed Learner," offers two brief "images" (vignettes) of how parents and other caregivers can encourage self-directed learning; advice on fostering a self-directed learner; and characteristics of the self-directed learner. The remainder of the book outlines the self-directed learner curriculum, and discusses habits of mind, skills that make learning possible, knowledge that supports growth, and using personal narratives. (RS)

ED 440 395　　　　　CS 217 076

Angelisi, Mary Ann

Teaching Spelling: Which Strategies Work Best.

Pub Date—2000-00-00

Note—16p.

Pub Type— Reports - Research (143)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—Classroom Research, *Classroom Techniques, Comparative Analysis, Grade 3, *Learning Strategies, Primary Education, *Spelling, *Spelling Instruction, Teacher Researchers, *Word Recognition

Identifiers—*Phonemic Awareness, Spelling Patterns

In a third-grade classroom, a 3-week-long study was conducted on the pros, cons, and effects of three particular spelling strategies and activities. By focusing on two specific spelling strategies—phonemic awareness and word identification—the study hoped to indicate that conventional rote learning, drilling, and memorization do not help children retain spelling words on a long-term basis. Children benefit from less conventional learning techniques that encourage them to explore relationships, discover the connection between letters and sounds, find word patterns, and independently decode contextual meanings of words. The 25 students in the class focused on three distinct spelling lessons originating from their reading series, consisting of 12 words in each lesson. Word charts were relied upon for displaying certain word structures and families; in addition, students played spelling bingo and used visual aids such as Venn diagrams and art materials. Prior to each lesson, a pretest of the spelling words was administered to determine prior knowledge. Children were divided into three groups, and each week each group was taught using a particular strategy. Results indicated that the traditional "drill and write" method caused all three groups to feel more frustrated and tense at completing the sentences, definitions, and workbook pages independently. Phonemic awareness and word recognition proved to be more successful in elevating the students' concentration, eagerness to learn, independent and cooperative work habits, and confidence. (Contains 6 tables and 10 references.) (NKA)

ED 440 396　　　　　CS 217 077

Tighe, Mary Ann

Improving Classroom Practice: Inviting Undergraduates To Become Teacher Researchers.

Pub Date—1999-07-00

Note—11p.; Paper presented at the Biennial Conference of the International Federation for the Teaching of English (Warwick, England, July 7-10, 1999). Project funded by a grant from the Troy State University Faculty Development Committee.

Available from—For full text: http:// www.nyu.edu/education/teachlearn/ifte/ tighe1.htm.

Pub Type— Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price – MF01/PC01 Plus Postage.

Descriptors—*Action Research, *Assignments, Classroom Research, *Classroom Techniques, English Teacher Education, English Teachers, High Schools, Higher Education, Preservice Teacher Education, *Preservice Teachers, *Teacher Researchers, Teacher Role

Identifiers—*Reflective Practice

When a university educator reflected upon her experience as a teacher of preservice English teachers, she concluded that integrating action research into three courses and an internship assignment can be effective, and perhaps, more effective than a separate, theoretical course in action research itself. Most educators agree that action research is a valuable type of research, that research conducted by teachers in their own classrooms is meaningful, and that it is the most effective strategy for bringing about change in the classroom. The courses in question were: Young Adult Literature, Theory and Practice of Composition, and Methods and Materials for the Secondary Teacher of English Language Arts. In each course, students followed four basic steps: (1) they assumed the role of teacher, working with one or more students in a secondary English classroom; (2) they observed, collected data, and took notes; (3) they reflected; and (4) they drew conclusions about what they learned and considered

the implications for their own classrooms. Appendixes contain course assignments and internship assignment. (NKA)

ED 440 397 CS 217 078

Sitler, Helen Collins

Risking Exposure: Branch Campus Writers Go Public.

Pub Date—2000-04-13

Note—14p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (51st, Minneapolis, MN, April 12-15, 2000).

Pub Type— Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price – MF01/PC01 Plus Postage.

Descriptors—*Educational Environment, Ethnography, *Field Studies, *High Risk Students, Higher Education, Instructional Effectiveness, *Multicampus Colleges, *Student Development, *Writing Instruction

Identifiers—*Writing Contexts

For students who live and study at a branch campus of a mid-sized state university in southwest Pennsylvania, the 30 miles between them and their parent university represents a geographic gulf. No courier carries mail or deliveries between the main campus and the branches, and as a result, students at the branches have no access to the campus newspaper. Students are easily forgotten by departments. The branch campus population of about 200 is composed primarily of students designated as underprepared and at-risk. The landscape in the field of composition, however, is currently burgeoning with practices which urge student writers out into communities beyond their classrooms. Instructors have turned to publishing and field work as successful pedagogy for positioning their students as capable scholars. "Images," the branch campus literary magazine, has published student writing for years, and students are also encouraged to present papers at the English department's annual undergraduate Emerging Scholars conference. In addition, students are encouraged to submit their writing to a Web-published collection of model essays from heavily-enrolled courses such as basic writing and college writing. Two vignettes illustrate some results of students taking their work public. Field work using ethnographic methods has proven to be another vehicle through which underprepared branch campus students can position themselves as scholars. Ethnography creates a situation where "students are knowledge makers." To the student, to the parent campus, and to the community, this pedagogy creates visible benchmarks of attainment. (Contains 11 references.) (NKA)

ED 440 398 CS 217 079

Snyder, Ilana

Literacy and Technology Studies: Past, Present, Future.

Pub Date—1999-10-00

Note—17p.; Paper presented at the Australian Council for Educational Research Conference on Improving Literacy Learning (Adelaide, South Australia, October 18-19, 1999). In: Australian Educational Researcher, Volume 27, Number 2.

Available from—For full text: http://www.acer.edu.au/acer/workshops.

Pub Type— Information Analyses (070) — Speeches/Meeting Papers (150)

EDRS Price – MF01/PC01 Plus Postage.

Descriptors—*Computer Uses in Education, Elementary Secondary Education, Literature Reviews, Program Descriptions, *Reading Research, Research Needs, Technological Advancement, Writing Improvement, *Writing Research

This paper examines what has been learned from research about the complex connections between literacy, technology, and learning. The beginnings of research in this area coincided with the introduction of personal computers (PCs) into educational settings in the late 1970s. For the first decade, researchers asked the kinds of questions best explored using quantitative methods. They set out to determine whether the use of computers enhanced writing. The findings, however, were

equivocal. By contrast, sociocultural understandings of literacy, which became more widely accepted in the mid-80s, provoked a different research orientation and different kinds of questions. The Digital Rhetorics project (Lankshear, et al 1997) is an example of research informed by the recognition of literacy as social practice. Further, it exemplifies the shift towards qualitative research approaches in the field of literacy and technology studies. The paper includes an overview of the Digital Rhetorics project, giving particular attention to its sociocultural perspective and qualitative methodology. Finally, it considers future directions for research and practice in this area. The paper concludes that a maturing of the field of literacy and technology studies has been reached. The research agenda is fertile with possibilities. The challenge is to undertake studies that will continue to inform effective practice, mediated by new communication and information technologies, at all levels of education. Contains 60 references. (Author/RS)

ED 440 399 CS 217 080

Gulla, Amanda Nicole

Textual Orientations: Gay and Lesbian Students and the Making of Discourse Communities.

Pub Date—1999-00-00

Note—11p.; Paper presented at the Biennial Conference of the International Federation for the Teaching of English (Warwick, England, July 7-10, 1999).

Available from—For full text: http://www.nyu.edu/education/teachlearn/ifte/amanda1.htm.

Pub Type— Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price – MF01/PC01 Plus Postage.

Descriptors—*Classroom Environment, *Discourse Communities, Higher Education, Homophobia, *Homosexuality, Student Characteristics, Student Rights, *Writing Instruction

For Peter Elbow, a writing classroom should be an opportunity for students to tell their stories to a community in which everyone is safe to take risks, and all support each other in the development of their expressive skills. To be "other," however, is always a scary thing. The lesbian, gay, or bisexual writing student is usually seen as having a choice of being "in the closet" or "in your face." She must size up every situation she enters: classroom, social, workplace, health care provider, etc., and determine how safe it is to reveal her true identity. What can courses in queer pedagogy do to address the issue of homophobia in the academy? For instance, the whole notion of a course designed specifically to address the issues of an oppressed group strikes many members of the dominant population as a deliberate stepping outside the mainstream to further delineate existing social divisions. Elbow refers to a "dangerous audience" but does not specify what makes it so. Any writing classroom that is not specifically lesbian and gay oriented holds potential danger for the lesbian or gay writer. For them, a dangerous audience is often made up of peers who have never had the opportunity to consider homosexuals as fellow members of the human race. The writing teacher can make a significant difference in establishing the classroom as a safe space, but only if the rights of students who occupy the margins are acknowledged by the teacher before they have to come out. What Harriet Malinowicz gave her students in the two courses she offered about gay issues and described in her book "Textual Orientations" would permanently strengthen students' identities and their voices as writers. (NKA)

ED 440 400 CS 217 081

Randolph, Ladette

Canon Formation and the Creative Writing Classroom.

Pub Date—2000-04-00

Note—8p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (51st, Minneapolis, MN,

April 12-15, 2000).

Pub Type— Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price – MF01/PC01 Plus Postage.

Descriptors—*Authors, *Classics (Literature), *Creative Writing, Higher Education, Secondary Education, *Writing for Publication, *Writing Instruction, Writing Processes

Identifiers—*Critical Writing, Literary Quality, *Writing Contexts

The teaching of writing and formation of the literary canon are influenced by two myths. First, writers must assume they will be neglected, misunderstood, and unappreciated in their lifetimes, and second, the writer will prevail if the work is good. Both ideas are examples of underlying religious metaphor in writing instruction and publication. The contexts of circumstance and coincidence, however, are often left out of literary success or rejection stories. Consequently, students come to the classroom steeped in idealistic myths of what a writer's life should be, reflecting a common misconception that writing is a calling rather than a discipline. Writing teachers are best equipped to correct disparaging misconceptions, introduce critical skepticism to the classroom, and question the mystification of canon formation. (EF)

ED 440 401 CS 217 083

Hunt, Russ Isenberg, Jane Little, Graham Milgrim, Sally-Anne Perry, Jesse Rosenblatt, Louise

IFTE 1995: Some Notes from a Subgroup.

Pub Date—1995-07-00

Note—7p.; Paper presented at the Biennial Conference of the International Federation for the Teaching of English (Warwick, England, July 7-10, 1999).

Available from—For full text: http://www.nyu.edu/education/teachlearn/ifte/hunt2.htm.

Pub Type— Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price – MF01/PC01 Plus Postage.

Descriptors—*Context Effect, *Cultural Pluralism, Elementary Secondary Education, *English Instruction, Individualism, *Intercultural Communication, Language Minorities, *Multicultural Education

Identifiers—*Contextualization, *Hegemony

Within the paradigm of cultural pluralism, four areas seem worth exploring in depth: (1) language and power; (2) multiculturalism vs/as cultural pluralism; (3) English itself—the discipline, course, and class; and (4) individual vs/as the collective. Language and power include the primary paradox facing the English teaching profession, that in a fundamental way it is the teachers' assignment and mission to help people gain access to, and skill in, new languages, while avoiding stigmatizing preexisting dialects and languages as inferior. Distinguishing different manners of rejecting cultural hegemony is important, as seen in the differentiation of multiculturalism—a passive respect for other cultures—with cultural pluralism—an active engagement between differing cultures, ethnicities, abilities, and beliefs. In defining English as a discipline, it is important to identify what is being studied; beyond print, texts may include oral language, cultural forms, the media, and communication available through computer networks. Finally, instructors need to explore the extent to which the individual and the communities in which the individual exists can be seen as separable ideas. (EF)

ED 440 402 CS 217 084

Walker, Laurie

A Diet of English Language Arts Outcomes: Alberta and South Africa.

Pub Date—1999-07-08

Note—14p.; Paper presented at the Biennial Conference of the International Federation for the Teaching of English (Warwick, England, July 7-10, 1999).

Available from—For full text: http://www.nyu.edu/education/teachlearn/ifte/

walker1.htm.
Pub Type— Reports - Descriptive (141) — Speeches/Meeting Papers (150)
EDRS Price — MF01/PC01 Plus Postage.
Descriptors—Administrative Policy, *Competency Based Education, *Curriculum Development, *Educational Change, Elementary Secondary Education, Foreign Countries, *Instructional Development, *Language Arts, *Outcome Based Education
Identifiers—Alberta, *Curriculum Implementation, Reform Efforts, Work Based Learning

This paper critically examines outcomes-based education (OBE), focusing on the two widely differing jurisdictions of the Province of Alberta in Western Canada and the Republic of South Africa. The paper begins by explaining the nature of OBE, including the topics: principles and origin of OBE; research findings; resistance to OBE in the United States; levels of OBE; and a non-OBE test question from South Africa's "Matric" Examination. The paper continues with a description of Alberta's OBE curricula, describing its workplace-inspired plan, and stating that Alberta has a program of studies that exists on paper only. The paper closes with a description of South African OBE, concluding that South Africa has developed a sophisticated curriculum framework, but so far it lacks detail and is far from universal implementation. This portion of the paper also concludes that the administrative structures to be put in place for curriculum development are "breathtakingly ambitious" for a large and diverse country. (Contains 17 references.) (EF)

ED 440 403   CS 217 086
Islam, Chhanda
The Relationships among Early Childhood Educators' Beliefs, Knowledge Bases, and Practices Related to Early Literacy.
Pub Date—1999-12-00
Note—54p.; Paper presented at the International Language in Education Conference (Hong Kong, December 17-20, 1999).
Pub Type— Reports - Research (143) — Speeches/Meeting Papers (150) — Tests/Questionnaires (160)
EDRS Price – MF01/PC03 Plus Postage.
Descriptors—Early Childhood Education, Emergent Literacy, Kindergarten, *Knowledge Base for Teaching, *Reading Attitudes, *Reading Readiness, Student Evaluation, *Teacher Attitudes, *Teacher Behavior, *Writing Attitudes
Identifiers—*Project Head Start

A study was conducted to determine and compare the literacy beliefs, knowledge bases, and practices of early childhood educators who espouse emergent literacy and reading readiness philosophies; to explore the relationship among beliefs, knowledge bases, and practices; and to examine the degree to which beliefs, knowledge bases, and practices were dependent upon educators' demographic variables. The data were collected from 350 teachers through a survey. The data obtained were analyzed as follows: descriptive statistical analyses were performed to determine the distribution of respondents by demographic variables and total group and subgroup means of respondents' belief, knowledge base, and practice scores. The Mann Whitney U analysis and Kruskal-Wallis One-Way Analysis of Variance (ANOVA) were performed to compare the beliefs, knowledge bases, and classroom practices of respondents. The relationships among beliefs, knowledge bases, and classroom practices were tested using the Spearman rank correlation analysis. Results strongly suggest that the instructional staff in Head Start programs are more likely than those in kindergarten and first grade to be emergent literacy oriented in their beliefs and practices concerning early literacy instruction and assessment, followed by teachers in first grade. The results further indicate teachers in kindergarten were consistently more reading readiness oriented in their beliefs and practices. The results also imply that teachers in first grade may have higher levels of familiarity with literacy terms compared to the kindergarten and Head Start instructional staff, and kindergarten teachers tend to have a higher degree of familiarity with major literacy theorists. Considering the results obtained in this area and the insig-

nificant correlations between the measures of knowledge bases, instructional beliefs, and practices, it appears that there is little or no correlation between knowledge bases (as measured by familiarity with literacy terms and theorists) and the degree to which teachers are emergent literacy oriented in their literacy beliefs and practices. Contains 16 references and 5 tables of data. Survey instruments are appended. (Author/RS)

ED 440 404   CS 217 088
Combs, Martha
Developing Competent Readers and Writers in the Primary Grades.
Report No.—ISBN-0-13-324922-0
Pub Date—1996-00-00
Note—490p.; For a "Developing Competent Readers and Writers in the Middle Grades," see CS 217 089.
Available from—Order Processing, Merrill Prentice Hall, P.O. Box 11071, Des Moines, IA 50336-1071 ($70). Available at a variety of online booksellers. Publisher's web site http://www.prenhall.com/search.html.
Pub Type— Books (010) — Guides - Classroom - Teacher (052)
Document Not Available from EDRS.
Descriptors—Childrens Literature, Decision Making, Independent Reading, Integrated Activities, *Language Experience Approach, Primary Education, Reading Aloud to Others, *Reading Instruction, Spelling, Word Recognition, *Writing Instruction, Writing Workshops

Suggesting that every child has the right to know first-hand the power and possibility that comes from being a literate individual, this textbook offers prekindergarten through primary education preservice teachers the opportunity to participate in the thinking and decision making that face teachers of young children. Selected theoretical foundations for developmental reading and writing are presented; knowledge that is considered most basic to classroom learning for children in prekindergarten through primary grades. The first part of the book (chapters 1 through 5) provides the theoretical foundation. The second part (chapters 6 through 14) provides strategies for implementing literature-based practice, emphasizing Readers' and Writer's Workshops as well as effective strategies for individual, small-group, and whole-group teaching. Chapters in the book are: (1) Developing Competent Readers and Writers: An Introduction; (2) Thinking about Learning To Read: Making Meaning with Print; (3) Thinking about Learning To Write: Making Meaningful Print; (4) Thinking about and Learning Words: Meaningful Patterns in Print; (5) Preparing To Teach with Children's Literature; (6) Read-Aloud and Independent Reading: Absolute Musts!; (7) Writer's Workshop and Beyond: Putting the Writing Process to Work; (8) Language Experience Approach: Using Children's Language for Reading and Writing; (9) Literature-Based Reading: An Overview of Possibilities; (10) Shared Reading: Literature-Based Reading for Emerging Readers; (11) Whole Class Study, Literature Circles, and Reader's Workshop: Literature-Based Reading for Developing Transitional Readers; (12) Developmental Word Study: Word Recognition and Spelling Development; (13) Working with a Basal Reading Series; and (14) Teaching with Units: Integrating Learning Experiences. Appendixes contain picture cards for sorting activities; sample word lists and word sorts; and record-keeping forms for stages of word knowledge development. (RS)

ED 440 405   CS 217 089
Combs, Martha
Developing Competent Readers and Writers in the Middle Grades.
Report No.—ISBN-013-376435-4
Pub Date—1997-00-00
Note—406p.; For "Developing Competent Readers and Writers in the Primary Grades, see CS 217 088.
Available from—Order Processing, Merrill Prentice Hall, P.O. Box 11071, Des Moines, IA 50336-1071 ($63). Web site: http://www.mer-

rilleducation.com/.
Pub Type— Books (010) — Guides - Classroom - Teacher (052)
Document Not Available from EDRS.
Descriptors—Decision Making, Independent Reading, Integrated Activities, Middle Schools, Reading Aloud to Others, *Reading Instruction, Spelling, Word Recognition, Workshops, *Writing Instruction
Identifiers—Book Clubs

This textbook is about engaging students from fourth through eighth grade in literacy experiences. It is intended to help teachers of adolescents expand their knowledge of this age group and explore ways of engaging these students in meaningful literacy learning. Part One (chapters 1-4) provides selected theoretical foundations for developmental reading and writing, knowledge considered basic to classroom learning. These foundations are developed in depth in Part Two (chapters 5-12), emphasizing the reasoning processes teachers use to make informed decisions for instruction. Chapters in the book are: (1) Developing Competent Readers and Writers: An Introduction; (2) Growing toward Maturity as Readers; (3) Growing toward Maturity as Writers; (4) Growing toward Maturity in Word Knowledge; (5) Read-Aloud and Independent Reading: Supporting Continued Growth; (6) Introduction to Whole-Class Literature Study; (7) Moving toward Student-Led Literature Study: Book Clubs and Literature Circles; (8) Reader's Workshop: Individualizing Literature Study; (9) Writer's Workshop and Beyond: Learning To Write and Writing To Learn; (10) Word Study: Patterns for Word Recognition and Spelling; (11) Using a Basal Reading Series Effectively: Teaching from a Literature-Based Perspective; and (12) Teaching with Integrated Units: Balancing Information and Narrative Texts. Appendixes contain a whole-class literature study for Doris Buchanan Smith's "A Taste of Blackberries"; a list of sample study topics with suggested literature; and sample lists for word sorts. (RS)

ED 440 406   CS 217 091
Murray, Joy
One State's Response to the Technology Literacy Agenda.
Pub Date—1999-10-18
Note—13p.; Paper presented at the Australian Council for Educational Research Conference (Adelaide, South Australia, Australia, October 18-19, 1999).
Pub Type— Reports - Descriptive (141) — Speeches/Meeting Papers (150)
EDRS Price – MF01/PC01 Plus Postage.
Descriptors—*Educational Technology, Elementary Secondary Education, Faculty Development, Foreign Countries, Program Descriptions, *Technological Literacy
Identifiers—Australia (New South Wales)

This paper describes a range of programs (paper based, CD-ROM and online) developed by the New South Wales Department of Education and Training to address the unfolding technology literacy agenda. To illuminate the approach taken towards emerging literacies, the paper develops a metaphor around travel and the emergence of the horseless carriage. The paper also describes the Technology in Learning and Teaching (TILT) program which addresses the "teachers first" principle and provides a starting point and context for subsequent program development. The paper concludes with a millennium perspective of literacy and technology briefly looking back over the past millennium and forward towards the next. It concludes with the need to provide students with access to life's options which can only be gained through full participation in whatever are the literacies of the time. (Author/RS)

ED 440 407   CS 217 094
Landry, Danielle
Can Writer's Workshop Be Successful in the First Grade?
Pub Date—2000-05-00
Note—16p.
Pub Type— Reports - Descriptive (141)
EDRS Price – MF01/PC01 Plus Postage.
Descriptors—Classroom Techniques, Grade 1, *Instructional Effectiveness, Primary Educa-

tion, Teacher Behavior, Writing Achievement, *Writing Instruction, Writing Processes, *Writing Workshops

Writer's Workshop is a program that teaches children the conventions of writing. Students not only learn proper grammar and punctuation; they also come to learn and value the importance of drafting, revising, and editing their pieces of writing. Writer's Workshop is a process that needs to be consistent. It is composed of three parts. The first part is the mini-lesson where the teacher meets with the whole class and discusses writing concerns. The second part is conferencing, where the teacher meets with individuals or small groups. The third part is sharing, where the students publicly share a part of their work. Writer's Workshop is an excellent way to prepare students for state tests. The National Assessment of Educational Progress (NAEP) has indicated that 75% of our nation's children are writing on an average level. Of this percentage, students received higher scores on writing assessments who spent time in the writer's workshop. Research indicates that writer's workshop provides an excellent way to support and teach young children how to become good writers. Teachers who use writer's workshop in the classroom agree that writer's workshop prepares students for conventional writing. (Author/RS)

ED 440 408   CS 217 095
Doecke, Brenton Hayes, Terry
Good Dreams/Bad Dreams: Text Selection and Censorship in Australia.
Pub Date—1999-07-00
Note—11p.; Paper presented at the Biennial Conference of the International Federation for the Teaching of English (Warwick, England, July 7-10, 1999).
Available from—For full text: http://www.nyu.edu/education/teachlearn/ifte/doecke2.htm.
Pub Type— Opinion Papers (120) — Speeches/Meeting Papers (150)
EDRS Price – MF01/PC01 Plus Postage.
Descriptors—*Censorship, English Curriculum, English Instruction, Foreign Countries, Literacy, Literature, Popular Culture, *Reading Material Selection, Secondary Education, Student Attitudes
Identifiers—Australia

This paper looks at recent debates about text selection and censorship in Australia. Its aim is to point beyond the terms in which the censorship debate has been conducted in the mass media, and to prompt reflection on how texts are used in English classrooms. The paper raises questions of language and cultural identity in secondary English teaching, arguing the need for a culturally inclusive curriculum that is responsive to the attitudes and values of secondary school students. (Contains 26 references.) (Author/RS)

ED 440 409   CS 510 287
Mayer-Guell, Ann M.
Dictating Modes of Communication: How Communication Media Usage Norms Limit Freedom of Expression in Virtual Organizations.
Pub Date—2000-03-00
Note—32p.; Paper presented at the Annual Meeting of the Southern States Communication Association (New Orleans, LA, March 29-April 2, 2000).
Pub Type— Reports - Research (143) — Speeches/Meeting Papers (150)
EDRS Price – MF01/PC02 Plus Postage.
Descriptors—Communication Research, *Electronic Mail, Employee Attitudes, Freedom of Speech, Mass Media Use, *Organizational Communication

A study examined communication selection within virtual organizations and the effects of these media. The subjects, who were 681 participants from 3 separate virtual organizations that used face-to-face communication, telephone, documents, voice mail, and electronic mail, completed a survey instrument. Follow-up interviews were conducted with key contacts within each organization. Results indicate that: (1) electronic communication media

are the norm within virtual organizational contexts; and (2) these electronic media have a significant impact on how employees communicate. Although electronic media have the ability to make the communication process faster, allow direct communication among all levels in the organization, and provide immediate feedback, they also have potentially negative effects on freedom of expression among employees. The survey instrument is attached. (Contains 34 references and a table of data.) (RS)

ED 440 410   CS 510 290
White, Sylvia E.
New Media in the Classroom and Copyright: A Guide to Fair Use.
Pub Date—2000-04-14
Note—19p.; Paper presented at the Annual Meeting of the Central States Communication Association (68th, Detroit, MI, April 13-16, 2000).
Pub Type— Guides - Non-Classroom (055) — Speeches/Meeting Papers (150)
EDRS Price – MF01/PC01 Plus Postage.
Descriptors—Computer Software, *Copyrights, Elementary Secondary Education, *Fair Use (Copyrights), Legal Responsibility, Multimedia Materials, Reprography, Videotape Recordings

This paper presents a guide to fair use, particularly use of new media in the classroom. It begins with a brief overview of the fair use doctrine and then presents guidelines for copying of printed materials, use of videotaped materials, and the use of multimedia (the last summarized from the Consortium of College and University Media Center's 1996 guidelines). Noting that communication departments sometimes have their own computer labs for use in teaching classes and for student and faculty projects, the paper also discusses site licenses and shareware computer programs. It concludes with a word about public domain and the limitations of copyright protection. Contains a chart reviewing time limitations and copyright law. (RS)

ED 440 411   CS 510 291
MacDougall, Robert
The Ethnographic Approach and Meta-Analysis: On the Intricacies of Identity Construction among Mohawk E-mail Users.
Pub Date—2000-04-20
Note—17p.
Pub Type— Reports - Evaluative (142)
EDRS Price – MF01/PC01 Plus Postage.
Descriptors—Communication Research, *Electronic Mail, Ethnography, Field Studies, *Iroquois (Tribe), *Man Machine Systems, Meta Analysis
Identifiers—*Identity Conservation, *Mohawk (Tribe), New York (Central), User Characteristics

Shortly after a researcher arrived at a Traditional Mohawk (Iroquois) Indian community in New York State in May 1997, seven community members began using the Netscape 3.0 e-mail system with steadily increasing frequency. The researcher was interested in studying the relationship between new communication technology and identity maintenance. E-mail users soon reported a very real and perceivable tension concerning the way they wanted things to "come out," "sound," or "feel." The initial discussion concerns several features of the e-mail system being employed (including the subject field, a prompt associated with the subject field, and the linear, sequential nature of the medium). On the face of it, users' complaints were concerned with the formal way in which text appears on a computer screen. But in addition to the linear array of information manifested on a screen, this notion also refers to the way in which certain software is described as constraining to users' thought processes, and ultimately, their personal communication when using that software. This paper unravels some of the details surrounding the relationship between "Mohawk" and "machine," and aims to track the changes in analytical frame prompted by the complex nature of that relationship. (Contains 3 figures and 25 references.) (Author/NKA)

ED 440 412   CS 510 292
Siddens, Paul J., III
Using the Feature Film "American History X" To Teach Principles of Self-Concept in the Introduction to Interpersonal Communication Course.
Pub Date—2000-04-00
Note—16p.; Paper presented at the Annual Meeting of the Central States Communication Association (68th, Detroit, MI, April 13-16, 2000).
Pub Type— Guides - Classroom - Teacher (052) — Speeches/Meeting Papers (150)
EDRS Price – MF01/PC01 Plus Postage.
Descriptors—*Critical Viewing, Cultural Awareness, *Films, Higher Education, *Interpersonal Communication, Introductory Courses, *Self Concept, *Speech Curriculum
Identifiers—Film Viewing, *Role Evaluation

This paper explores possibilities of using the feature film, "American History X," to illustrate and assist in teaching principles of self-concept in an introduction to interpersonal communication course. The paper: (1) summarizes the plot of the film; (2) outlines and defines principles of self-concept that can be discussed in conjunction with the film, including self-esteem/self-worth, roles, role repertoire, role rigidity, and role conflict; and (3) demonstrates how the principles of self-concept can be illustrated and taught using the film. The paper concludes that there are many different principles of interpersonal communication that can be observed in this film, and it is also a rich resource for demonstrating many currently prevalent social and cultural concepts which students need to become good world citizens. (Contains 24 references.) (EF)

ED 440 413   CS 510 293
Conners, Gail A.
Good News! How To Get the Best Possible Media Coverage for Your School.
Report No.—ISBN-0-7619-7507-1
Pub Date—2000-00-00
Note—154p.
Available from—Corwin Press, Inc., 2455 Teller Road, Thousand Oaks, CA 91320 (clothbound: ISBN-0-7619-7506-3, $61.96; paperback: ISBN-0-7619-7507-1, $27.95). Tel: 805-499-9734; Web site: http://corwinpress.com; e-mail: order@corwinpress.com.
Pub Type— Books (010) — Guides - Non-Classroom (055)
EDRS Price – MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—Credibility, Crisis Management, Elementary Secondary Education, Layout (Publications), Mass Media, *Newsletters, *Public Relations, *School Community Relationship, World Wide Web
Identifiers—*Media Coverage

This step-by-step guide shows educators how to create a positive public perception of their schools—even if they have no background in public relations. It gives readers an inside look at the media and outlines simple steps to becoming media savvy. Through real-life scenarios, readers will discover how valuable and easy it is to create goodwill for their schools. Chapters of the book are: (1) Using "The Bleiker Lifepreserver" for Positive School-Community Relations; (2) Building Credibility and Accountability with the Community; (3) Developing a Communications Plan; (4) Creating a Positive Relationship with the Media; (5) Crisis Communications: Schools in Turmoil; (6) Forming Partnerships in Communications; and (7) Designing Newsletters and Web Sites. (Contains 9 references and addresses of 8 organizations that can help educators with their public relations efforts.) (RS)

ED 440 414   CS 510 297
Kuper, Glenn
Student Motivations for Participating in Policy or Parliamentary Debate.
Pub Date—2000-04-13
Note—13p.; Paper presented at the Annual Meeting of the Central States Communication Asso-

ciation (68th, Detroit, MI, April 13-16, 2000).
Pub Type— Reports - Research (143) — Speeches/
Meeting Papers (150)
EDRS Price – MF01/PC01 Plus Postage.
Descriptors—Content Analysis, *Debate, *Debate Format, Higher Education, *Student Motivation, Student Participation, Student Surveys
Identifiers—Debate Tournaments, *National Parliamentary Debate Association, Policy Debate

Over the past five years, many forensics programs and students have been undertaking competition in parliamentary debate. During the same period, policy debate has seen a decline in the number of schools participating. A survey of students participating in debate tournaments asked their reasons for choosing one type of debate over another: Why do some students choose to do policy debate, while others choose to do parliamentary debate? Written surveys were distributed at a major tournament in the Northwest offering both debate types. After students were asked why they participated in policy or parliamentary debate, they were asked whether they were satisfied with the type of debate in which they were participating. Of those given surveys, 83 returned them—59 parliamentary debaters and 24 policy debaters. Class standing was fairly well distributed among the students, but policy debaters were a little more concentrated among freshmen. Surveys were then content analyzed. Responses fell into 18 different categories, with six categories receiving most frequent mention: research, high school participation, education, depth, analysis, and community. Findings suggest that the unique characteristics of each event seem to be of primary importance to students when choosing their debate event. Policy debaters enjoy its research emphasis, while parliamentary debaters enjoy the opportunity to debate many current, relevant issues over the course of a tournament. In addition, there are some possible modifications that could make each debate more attractive to its participants, such as preventing burnout to retain policy debaters. (NKA)

ED 440 415 CS 510 298
Asamen, Joy Keiko, Ed. Berry, Gordon L., Ed.
Research Paradigms, Television, and Social Behavior.
Report No.—ISBN-0-7619-0655-X
Pub Date—1998-00-00
Note—426p.
Available from—Sage Publications, Inc., 2455 Teller Road, Thousand Oaks, CA 91320 (clothbound: ISBN-0-7619-0654-1, $62; paperback: ISBN-0-7619-0655-X, $28.95). Tel: 805-499-0721; e-mail: order@sagepub.com; Web site: http://www.sagepub.com.
Pub Type— Books (010) — Collected Works - General (020)
Document Not Available from EDRS.
Descriptors—Computer Assisted Instruction, Content Analysis, Educational Television, Higher Education, *Mass Media Effects, *Mass Media Role, Qualitative Research, *Research Methodology, *Social Behavior, Statistical Analysis, *Television Research

Straightforward and engaging in style, this book presents 10 essays that provide concrete, step-by-step examples of how to conduct studies of the impact of television on behavior from quantitative perspectives, qualitative perspectives, and an integrated approach, making the volume useful for both undergraduate and graduate students. Its comprehensive coverage will also interest scholars, researchers, and professionals in the media industry. The book begins with two introductory essays: "Research Paradigms, Television, and Social Behavior: The Complexities of Studying a Complex Medium" (Gordon L. Berry); and "Television Research: Past Problems and Present Issues" (George Comstock). Chapters in the book are: (1) "Major Paradigms and Issues in Television Research: Field of Dreams, World of Realities" (Edward L. Palmer); (2) "Designing Experiments on Television and Social Behavior: Developmental Perspectives" (L. Monique Ward and Patricia M. Greenfield); (3) "Quasi-Experimental Research on Television and Behavior: Natural and Field Experiments" (Tannis M. MacBeth); (4) "Class, Commu-

nication, and the Black Self: A Theory Outline" (Richard L. Allen); (5) "Qualitative Approaches to the Study of the Media: Theory and Methods of Hermeneutic Empiricism" (James A. Anderson); (6) "Taking the Interpretive Turn: Qualitative Research of Television and Other Electronic Media" (Thomas R. Lindlof and Timothy P. Meyer); (7) "The Analysis of Television Content" (Carolyn A. Stroman and Kenneth E. Jones); (8) "Intersection of Instructional Television and Computer-Assisted Instruction: Implications for Research Paradigms" (Kevin A. Clark); (9) "'Barney and Friends' as Entertainment and Education: Evaluating the Quality and Effectiveness of a Television Series for Preschool Children" (Jerome L. Singer and Dorothy G. Singer); and (10) "Studying Television Violence: A Research Agenda for the 21st Century" (John P. Murray). An epilogue ("Research Paradigms, Television, and Social Behavior: A Scientist's Contribution to Initiating Social Change" by Joy Keiko Asamen) concludes the book. (RS)

ED 440 416 CS 510 299
Potter, W. James
Media Literacy.
Report No.—ISBN-0-7619-0925-7
Pub Date—1998-00-00
Note—406p.
Available from—Sage Publications, Inc., 2455 Teller Road, Thousand Oaks, CA 91320 ($61.50). Tel: 805-499-0721; e-mail: order@sagepub.com; Web site: http://www.sagepub.com.
Pub Type— Books (010) — Guides - Classroom - Teacher (052)
Document Not Available from EDRS.
Descriptors—Advertising, Audience Awareness, Class Activities, Higher Education, *Mass Media, *Mass Media Effects, *Mass Media Role
Identifiers—*Media Literacy

Written to appeal to a general audience that wants to think more deeply about the nature of the media, their messages, and their effects on both individuals and society, this book serves as a broad introduction to the thinking that ties educators together in the common goal of educating a media literate generation. It is written from a critical perspective. The arguments in the book are grounded in scientific research; and it presents guidance and practical exercises to help readers develop their own skills for dealing with media messages. The book attempts to keep the focus more on knowledge structures than on individual facts so that readers can get a sense of "the big picture" of the media. Each chapter begins with an outline and thesis statement and includes at least one exercise students can do at home or do in class as a stimulus to group discussions. Most chapters contain a short annotated bibliography. Chapters in the book are: (1) What Is Media Literacy?; (2) The Importance of Media Literacy; (3) How Does the Human Mind Work? (4) The Skills of Media Literacy; (5) The Developmental Perspective; (6) What Is News?; (7) Commercial Advertising; (8) What Is Entertainment?; (9) Development of the Mass Media Industries; (10) Economic Perspective; (11) Who Owns and Controls the Mass Media?; (12) What Is an Audience?; (13) Broadening Our Perspective on Media Effects; (14) HOW Do the Effect Processes Work?; (15) Media Influence on Institutions; (16) The Importance of Real-World Knowledge; (17) The Media Literacy Perspective; and (18) Postscript to Students: Strategies for Increasing Media Literacy. Answers for a media literacy quiz are attached. (RS)

ED 440 417 CS 510 300
Hashem, Mahboub E. Crawford, Christopher B. Strohkirch, C. Sue
Trends in Information Technology and Future Prospects with Regard to Transforming Classroom Interaction.
Pub Date—2000-04-00
Note—14p.; Paper presented at the Annual Meeting of the Central States Communication Asso-

ciation (68th, Detroit, MI, April 13-16, 2000).
Pub Type— Opinion Papers (120) — Reports - Descriptive (141) — Speeches/Meeting Papers (150)
EDRS Price – MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—*Distance Education, Higher Education, Information Technology, *Listening Skills, Listservs, *Nonverbal Communication, Teacher Administrator Relationship, *Teacher Behavior, Teacher Student Relationship, Verbal Communication

Educators have conquered e-mail and surfing the net; now they are striving to provide quality distance education. Classes often form discussion groups and use listservs to facilitate interaction. A discussion group is little more than a mailing list. Messages can be mailed to the list address and are copied to each person on that mailing list. The list can be used for discussions and disseminating information. Many institutions have committed themselves to using technology to reach underserved or unserved distance learners by offering courses on the Web or through interactive TV. Rural and distance learners are the primary beneficiaries of these new means of education. Institutions are concerned with preserving the integrity and rigor of these new offerings. This paper discusses trends in information technology as well as means for transforming classroom interaction as the means of delivering education change. Although some students consider face-to-face interaction essential, many nontraditional learners believe distance education is the most feasible means of gaining a degree. Mottett (2000) stresses how important it is that instructors have realistic expectations concerning teaching distance education courses. Instructors need to realize that they will have less control over the delivery of their courses and how they will be impacted by reduced student responsiveness cues. Instructors need to familiarize distance learners with the technology and about their own nonverbal behavior. Instructors also need to become better listeners to maximize the responsiveness cues that they do receive. All instructors should try to work closely with administrators to ensure that new technologies effectively transmit both audible and visual nonverbal messages. Contains 13 references. (RS)

ED 440 418 CS 510 302
Mangrum, Faye Gothard Mangrum, C. W.
The Connection between Formal and Informal Meetings: Understanding Shared Governance in the Small College Environment.
Pub Date—2000-04-00
Note—35p.; Paper presented at the Annual Meeting of the Central States Communication Association (68th, Detroit, MI, April 13-16, 2000).
Pub Type— Reports - Research (143) — Speeches/Meeting Papers (150)
EDRS Price – MF01/PC02 Plus Postage.
Descriptors—*College Faculty, Communication Research, *Decision Making, Ethnography, Higher Education, *Meetings, *Small Colleges
Identifiers—*Informal Communications

The goal of this ethnography-based study is to investigate informal communication processes in shared governance institutions. Shared governance is academia's version of the corporate world's total quality management philosophy and outlines a system where members at all levels of the institution have a voice in decision processes. The interviews conducted in this study reveal that many believe most decisions are made in informal meeting that occur at times other than in the formally convened and formally conducted business meetings. Based on data collected, a communication model of shared governance is formulated that draws attention to the interdependence of formal networks of committees with networks of individuals interacting with individuals in informal meetings. The communication model of shared governance has four levels: faculty responsibility, governance structures, communication processes, and meeting outcomes. The model provides a non-traditional view of faculty responsibilities by treating governance as an equal partner with the usual faculty duties of teaching, research, and service. (Contains a model, a table, and 28 references.) (NKA)

ED 440 419   CS 510 303

Hawkins, Katherine

Recruiting, Selecting, and Orienting Graduate Teaching Assistants for the Basic Course in Oral Communication.

Pub Date—2000-03-30

Note—9p.; Paper presented at the Annual Meeting of the Southern States Communication Association (New Orleans, LA, March 29-April 2, 2000).

Pub Type— Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price – MF01/PC01 Plus Postage.

Descriptors—Graduate Students, Higher Education, *Interdisciplinary Approach, Introductory Courses, *Masters Programs, *Speech Communication, Student Characteristics, *Student Recruitment, *Teaching Assistants

Identifiers—*Wichita State University KS

The Master of Arts program in Communication (MAC) at Wichita State University is integrated and interdisciplinary. The assumption is that all professional communicators engage in gathering and analyzing information, and designing and delivering messages. The program, therefore, seeks to prepare students to engage in these activities across contexts by requiring a 15-hour core of communication theory and research methods. Beyond that, students are free to focus their coursework toward a particular context. The program is also interdisciplinary in that there are two emphases: communication, and theater/drama. So the pool of candidates from which the teaching assistants (GTAs) are chosen includes students whose undergraduate majors vary from speech to theater to advertising to journalism. Additionally, the majority of MAC students are part-time, nontraditional students. The average MAC student takes almost four years to graduate and is considerably older than most Masters level students. Many are mid-career professionals returning to school. To recruit possible GTAs, the program: has an updated Web site linked to that of the National Communication Association; advertises on a number of listservs; has developed and widely distributes a recruiting brochure; and urges that faculty speak about the program at professional gatherings and associations. Orienting the diverse group of GTAs that the program enrolls is really a process of socialization. Before the GTAs arrive, the Graduate Coordinator's role in orientation is two fold: to distribute information about the expectations of the program, and to try to answer whatever questions they might have about the program, the required GTA workshop, and so on. (NKA)

ED 440 420   CS 510 304

Heinemann, Robert L.

The Devolution of 20th Century Presidential Campaign Rhetoric: A Call for "Rhetorical Service.".

Pub Date—2000-04-00

Note—25p.; Paper presented at the Annual Meeting of the Eastern Communication Association (Pittsburgh, PA, April 27-30, 2000).

Pub Type— Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price – MF01/PC01 Plus Postage.

Descriptors—College Faculty, *Elections, Higher Education, *Political Influences, Political Socialization, *Presidential Campaigns (United States), *Rhetoric, Teacher Role

Identifiers—*Voter Education

Over the course of the 20th century, American Presidential campaign rhetoric has undergone various metamorphoses. Most of these changes can be traced to developments in technology and media. Furthermore, many of these changes have had the unfortunate effect of undermining a rational choice of the electorate, and thus threaten our democracy. Like candidate-selecting conventions, controversial debate on substantive issues has all but disappeared, having been replaced by the marketing of images. The marketing process is, in turn, controlled by corporations, unions, PACs, and individual moguls who can finance the huge costs. It seems quite unlikely that those now in power, those benefiting from the system, patrons and politicians alike are likely to change on their own accord. It is within this context of information void created by political

planners, strategists, spin doctors, and media consultants working for isolated candidates and anonymous monied interests that this paper will argue that it is up to academics to create rhetorical resources for voters. These resources should range from objective compilations of facts to analysis and interpretation to partisan argument and debate. The dissemination of such communication can be provided by public media such as PBS and NPR, or it can be facilitated by universities themselves, crediting faculty and students as they provide an urgently needed national community service. Contains 36 references. (Author/RS)

ED 440 421   CS 510 306

Newburger, Craig, Ed.

Basic Communication Course Annual. Volume 7.

Report No.—ISBN-0-89641-278-4

Pub Date—1995-11-00

Note—155p.; For volume 6, see ED 378 631.

Available from—American Press, 28 State Street, Suite 100, Boston, MA 02199. Tel: 617-247-0022.

Pub Type— Collected Works - General (020)

EDRS Price – MF01/PC07 Plus Postage.

Descriptors—Communication Apprehension, Communication Research, Communication Skills, Higher Education, Instructional Effectiveness, *Introductory Courses, National Surveys, Organizational Communication, Self Esteem, *Speech Communication, Speech Instruction, Teaching Assistants, Teaching Methods

This volume of an annual collection of essays presents seven essays relating to instruction in the basic communication course. The essays are: "Gerald M. Phillips' Devotion to Basic Communication Skills" (Julia T. Wood); "The Basic Course in Organizational Communication: A National Survey" (Donald Treadwell and Ronald L. Applbaum); "Improving Oral Communication Competency: An Interactive Approach to Basic Public Speaking Instruction" (Mary Mino and Marilynn N. Butler); "TA Training Beyond the First Week: A Leadership Perspective" (Glen Williams); "Context vs. Process: Revising the Structure of the Basic Course" (Donald D. Yoder and Samuel P. Wallace); "Creating and Teaching Special Sections of a Public Speaking Course for Apprehensive Students: A Multi-Case Study" (Karen Kangas Dwyer); and "Predictors of Behavioral Competence and Self-Esteem: A Study Assessing Impact in a Basic Public Speaking Course" (Sherwyn P. Morreale, Michael Z. Hackman, and Michael R. Neer). (RS)

ED 440 422   CS 510 307

Newburger, Craig, Ed.

Basic Communication Course Annual. Volume 8.

Report No.—ISBN-0-89641-302-0

Pub Date—1996-11-00

Note—218p.; For volume 7, see CS 510 306.

Available from—American Press, 28 State Street, Suite 100, Boston, MA 02199. Tel: 617-247-0022.

Pub Type— Collected Works - General (020)

EDRS Price – MF01/PC09 Plus Postage.

Descriptors—Class Activities, Communication Research, Cultural Differences, *Diversity (Student), Higher Education, *Introductory Courses, *Speech Communication, Student Participation, Stuttering, Teaching Methods

Identifiers—*Communication Competencies

This volume of an annual collection presents 13 essays relating to instruction in the basic communication course. Six of the essays are on the theme of cultural diversity in the basic course. The essays are: "The Differential Impact of a Basic Public Speaking Course on Perceived Communication Competencies in Class, Work, and Social Contexts" (Michael W. Kramer and J.S. Hinton); "(En)visioning Success: The Anatomy and Functions of Vision in the Basic Course" (Glen Williams); "Students Who Stutter and the Basic Course: Attitudes and Communications Strategies for the College Classroom" (Bryan B. Whaley and Aimee Langlois); "Rethinking the Role of Theory in the Basic Course: Taking a 'Practical' Approach to Communi-

cation Education" (Shawn Spano); "Rethinking Our Rethinking Retrospectively: A Rejoinder to Spano" (Mark Hickson, III); "Should Class Participation Be Required in the Basic Communication Course?" (Jennifer Wood); "The Basic Course: A Means of Protecting the Speech Communication Discipline" (Charlene J. Handford); "Introduction to Cultural Diversity in the Basic Course: Differing Points of View" (Lawrence W. Hugenberg); "Teaching Communication Behaviors/Skills Related to Cultural Diversity in the Basic Course Classroom" (Nancy Rost Goulden); "Cultural Pluralism: Language Proficiency in the Basic Course" (Bayo Oludaja and Connie Honken); "Diversity in the Public Speaking Course: Beyond Audience Adaptation" (Christine Kelly); "The Speech of Diversity: A Tool to Integrate Cultural Diversity into the Basic Course" (Deanna D. Sellnow and Robert S. Littlefield); and "Meeting the Challenge of Cultural Diversity: Ideas and Issues for the Public Speaking Course" (Kimberly A. Powell). (RS)

ED 440 423   CS 510 308

Hugenberg, Lawrence W., Ed.

Basic Communication Course Annual. Volume 9.

Report No.—ISBN-0-89641-307-1

Pub Date—1997-00-00

Note—194p.; For volume 8, see CS 510 307.

Available from—American Press, 28 State Street, Suite 100, Boston, MA 02199. Tel: 617-247-0022.

Pub Type— Collected Works - General (020)

EDRS Price – MF01/PC08 Plus Postage.

Descriptors—Case Studies, Communication Research, Computer Assisted Instruction, Foreign Students, Higher Education, *Introductory Courses, Popular Culture, Simulation, *Speech Communication, Teacher Response, Teaching Methods, Textbook Research, Textbook Selection

Identifiers—*Communication Competencies, Infomercials

This volume of an annual collection presents nine essays relating to instruction in the basic communication course. The essays are: "Three Metaphors for the Competencies Acquired in the Public Speaking Class" (Michael Osborn); "Perceptions of Basic Communication Texts: Factors in Student Learning and Textbook Adoption Decisions" (Donald D. Yoder and Roberta A. Davilla); "Written Feedback in the Basic Course: What Instructors Provide and What Students Deem Helpful" (Karla Kay Jensen and Elizabeth R. Lamoureux); "Culture Shock in the Basic Communication Course: A Case Study of Malaysian Students" (Eunkyong Lee Yook); "The Em-Power-ing of America: Using Info-mercials to Teach Persuasion and Popular Discourse in the Basic Communication Course" (Daniel W. Heaton); "The Use of Simulation in the Beginning Public Speaking Classroom: Let's Make It Realistic, Relevant, and Motivating" (John J. Miller); "Computer-Mediated Learning Environments: Theory and Research Into Practice" (Chris R. Kasch); "Two Heads are Better Than One? Setting Realizable Goals in the Basic Course" (Glen Williams); and "A Commentary: The Basic Communication Course, General Education, and Assessment" (Lawrence W. Hugenberg and Barbara S. Moyer). (RS)

ED 440 424   CS 510 309

Hugenberg, Lawrence W., Ed.

Basic Communication Course Annual. Volume 10.

Report No.—ISBN-0-89641-312-8

Pub Date—1998-00-00

Note—186p.; For volume 9, see CS 510 308.

Available from—American Press, 28 State Street, Suite 100, Boston, MA 02199. Tel: 617-247-0022.

Pub Type— Collected Works - General (020)

EDRS Price – MF01/PC08 Plus Postage.

Descriptors—Academic Achievement, Cognitive Style, Communication Research, Communication Skills, English (Second Language), Higher Education, Interpersonal Communication, *Introductory Courses, Literature Reviews, Multiple Intelligences, Self Esteem, *Speech Communication, Teaching Assistants, Teach-

ing Methods, Theory Practice Relationship, Workplace Literacy

This volume of an annual collection presents 10 essays relating to instruction in the basic communication course. The essays are: "The Basic Course and the Future of the Workplace" (Andrew D. Wolvin); "Predictors of Self-Perceptions of Behavioral Competence, Self-Esteem, and Willingness to Communicate: A Study Assessing Impact in a Basic Interpersonal Communication Course" (Sherwyn P. Morreale, Michael Z. Hackman, and Michael R. Neer); "Learning Style Preferences and Academic Achievement Within the Basic Communication Course" (Charles A. Lubbers and William J. Seiler); "Graduate Teaching Assistant Training: Preparing Instructors to Assist ESL Students in the Introductory Public Speaking Course" (Brooke L. Quigley, Katherine G. Hendrix, and Karen Freisem); "Applying Multiple Intelligences Theory to the Basic Public Speaking Course" (Kristi A. Schaller and Marybeth G. Callison); "Delineating the Uses of Practical Theory: A Reply to Hickson" (Shawn Spano); "Theory and Pedagogy in the Basic Course: A Summary From Spano and Hickson" (Mark Hickson, III); "Teaching the Honors Public Speaking Course" (Karla Kay Jensen and David E. Williams); and "Commentary: The Research Foundation for Instruction in the Beginning Public Speaking Course" (Lawrence W. Hugenberg and Barbara S. Moyer). (RS)

ED 440 425 CS 510 310

Hugenberg, Lawrence W., Ed.

Basic Communication Course Annual. Volume 11.

Report No.—ISBN-0-89641-326-8

Pub Date—1999-00-00

Note—202p.; For volume 10, see CS 510 309.

Available from—American Press, 28 State Street, Suite 100, Boston, MA 02199. Tel: 617-247-0022.

Pub Type— Collected Works - General (020)

EDRS Price – MF01/PC09 Plus Postage.

Descriptors—Communication Apprehension, Communication Research, Higher Education, *Internet, *Introductory Courses, *Speech Communication, Student Evaluation, Teaching Assistants, Teaching Methods

Identifiers—C SPAN

This volume of an annual collection presents eight essays relating to instruction in the basic communication course. The essays are: "The Basic Communication Course at U.S. Colleges and Universities: VI" (Sherwyn P. Morreale, Michael S. Hanna, Roy M. Berko, and James W. Gibson); "How Basic Course Directors Evaluate Teaching Assistants: Social Constructionism in BasicCourse-Land" (Nancy L. Buerkel-Rothfuss); "Get Your Modem Runnin'. Get Out on the I-Way: Encouraging Internet Investigations in the Basic Course" (Glen Williams and Joni M. Johnson-Jones); "Will the Dazzling Promise Blind Us?: Using Technology in the Beginning Public Speaking Course" (Mary Mino); "Communication Apprehension, Self-Efficacy, and Grades in the Basic Course: Correlations and Implications" (Karen Kangas Dwyer and Dennis A. Fus); "Branching Out to Meet the Needs of Our Students: A Model for Oral Communication Assessment and Curriculum Programs" (Patricia A. Cutspec, Kevin McPherson, and Julie H. Spiro); "Analyzing C-SPAN in the Basic Communication Course" (Jim Schnell); and "Commentary: An Idea for Restructuring the Basic Communication Course: A 'Time When Needed' Modular Approach" (Donald D. Yoder). (RS)

ED 440 426 CS 510 311

Hugenberg, Lawrence W., Ed.

Basic Communication Course Annual. Volume 12.

Report No.—ISBN-0-89641-340-3

Pub Date—2000-00-00

Note—241p.; For volume 11, see CS 510 310.

Available from—American Press, 28 State Street, Suite 100, Boston, MA 02109. Tel: 617-247-

0022.

Pub Type— Collected Works - General (020)

EDRS Price—MF01/PC10 Plus Postage.

Descriptors—Communication Apprehension, Communication Research, *Communication Skills, Critical Thinking, Higher Education, Interpersonal Relationship, *Introductory Courses, Mentors, Sex Differences, *Speech Communication, Student Evaluation, Student Motivation, Teaching Assistants, Teaching Methods

This volume of an annual collection presents seven essays relating to instruction in the basic communication course. The essays are: "The Effects of Praise on Student Motivation in the Basic Communication Course" (B. Scott Titsworth); "The Relationship between a Required Self-Disclosure Speech and Public Speaking Anxiety: Considering Gender Equity" (Deanna D. Sellnow and Tamara Golish); "Critical Thinking Assessment: The Link Between Critical Thinking and Student Application in the Basic Course" (Karla J. Huffman, Christy L. Carson, and Cheri J. Simonds); "Assessment of the Repeated Speech Performance as a Pedagogical Tool: A Pilot Study" (Mark A. Gring and Jera W. Littlejohn); "An Examination of Male and Female Students' Perceptions of Relational Closeness: Does the Basic Course Have an Influence?" (Jennifer M. Heisler, Susan M. Bissett, and Nancy L. Buerkel-Rothfuss); "Peer Mentoring for Graduate Teaching Assistants: Training and Utilizing a Valuable Resource" (Katherine G. Hendrix); and "An Acrostic Approach to Teaching Public Speaking in the Hybrid Communication Course" (David W. Worley). (RS)

ED 440 427 CS 510 316

Aiex, Nola Kortner Gottlieb, Stephen S.

Political Communication via the Media. ERIC Digest D151.

ERIC Clearinghouse on Reading, English, and Communication, Bloomington, IN.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No. —EDO-CS-00-02

Pub Date—2000-03-00

Contract—ED-99-CO-0028

Note—4p.

Available from—ERIC Clearinghouse on Reading, English, and Communication, Indiana University, 2805 E. 10th Street, Suite 140, Bloomington, IN 47408-2698. Tel: 800-443-3742 (Toll Free). For full text: http://www.indiana.edu/~eric_rec/bks/pubhome.html.

Pub Type— ERIC Publications (071) — ERIC Digests in Full Text (073)

EDRS Price – MF01/PC01 Plus Postage.

Descriptors—*Advertising, *Elections, Higher Education, Internet, Mass Media Effects, *Mass Media Role, Mass Media Use, *News Reporting, *Political Campaigns, Voting

Identifiers—ERIC Digests, Media Coverage

Noting that critics charge that news reporting focuses on the superficial, personal characteristics of candidates and ignores the issues underlying elections, this Digest examines the relationship between the political process and political communication through the media. It addresses the power of advertising, cyberspace political communication, individual voter characteristics and the media, and public awareness and media coverage. (Contains 12 references.) (RS)

ED 440 428 CS 510 317

Aiex, Nola Kortner

Newspapers as a Teaching Resource for Adult Learners. ERIC Digest D150.

ERIC Clearinghouse on Reading, English, and Communication, Bloomington, IN.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No. —EDO-CS-00-01

Pub Date—2000-05-00

Contract—ED-99-CO-0028

Note—4p.

Available from—ERIC Clearinghouse on Reading, English, and Communication, Indiana University, 2805 E. 10th Street, Suite 140, Bloomington, IN 47408-2698. Tel: 800-443-

3742 (Toll Free). For full text: http://www.indiana.edu/~eric_rec/bks/pubhome.html.

Pub Type— ERIC Publications (071) — ERIC Digests in Full Text (073)

EDRS Price – MF01/PC01 Plus Postage.

Descriptors—*Adult Education, Adult Literacy, Basic Skills, Elementary Secondary Education, English (Second Language), *Instructional Materials, Language Skills, Learning Disabilities, *Newspapers

Identifiers—ERIC Digests

Despite the existence of the "Newspaper in Education" program in many elementary and secondary schools, this Digest suggests newspapers remain an often overlooked resource which can be incorporated into almost any teaching curriculum, and which is particularly useful for teaching older remedial students and adults. It discusses some ways in which newspapers can be used in teaching language skills and basic literacy to adults and learning disabled students, as well as to students of English as a Second Language. The Digest concludes that the newspaper can be a versatile, inexpensive, and effective instructional tool to use in the classroom and that its currency and its availability outside the classroom make it relevant and "real" material for adult learners to use. (Contains 14 references.) (RS)

EA

ED 440 429 EA 030 240

Malen, Betty Croninger, Robert Redmond, Donna Muncey, Donna

Uncovering the Potential Contradictions in Reconstitution Reforms: A Working Paper.

Pub Date—1999-10-00

Note—34p.; Paper presented at the annual meeting of the University Council for Educational Administration (Minneapolis, MN, October 28-31, 1999).

Pub Type— Reports - Research (143) — Speeches/ Meeting Papers (150)

EDRS Price – MF01/PC02 Plus Postage.

Descriptors—Case Studies, Change Strategies, Educational Administration, *Educational Change, Elementary Secondary Education, Models, School Restructuring

Identifiers—*School Reconstitution

This paper offers an analysis of the "theories of action" embedded in reconstitution reforms. Reconstitution is a reform strategy in which all, or a large percentage, of a school's incumbent administrators and teachers are replaced with educators presumed to be more capable and committed. The report is based on evidence acquired from a 2-year study that documented what may actually happen when reconstitution occurs. Exploratory case studies of three reconstituted schools (one middle, two elementary) in a single district provided the primary data for the report. The findings reveal stark contradictions between the theories of action embedded in the reform and the actual experiences with the reform. These patterns suggest that the reconstitution initiatives may reflect some of the fundamental tensions embedded in two different and incompatible approaches to reform. Although reconstitution would seem to fall clearly in the control camp, the rendition of reconstitution that was examined turned out to be a hybrid reform that combined tenets of control strategies with tenets of commitment strategies. In essence, the district was to be both the punitive and supportive agent. The act of reconstitution implicitly blamed site participants for the condition of schools. Promises of substantial support never materialized. (Contains 25 references.) (RJM)

ED 440 430 EA 030 338

O'Connell, Jessica Smith, Stuart C.

Capitalizing on Small Class Size. ERIC Digest Number 136.

ERIC Clearinghouse on Educational Management, Eugene, OR.

Spons Agency—Office of Educational Research

and Improvement (ED), Washington, DC.
Report No. —EDO-EA-00-2
Pub Date—2000-04-00
Contract—ED-99-C0-0011
Note—3p.
Available from—ERIC Clearinghouse on Educational Management, 5207 University of Oregon, Eugene, OR 97403-5207.
Pub Type— Information Analyses (070) — ERIC Publications (071) — ERIC Digests in Full Text (073)
EDRS Price – MF01/PC01 Plus Postage.
Descriptors—Board of Education Policy, *Class Size, Educational Facilities, Elementary Secondary Education, Professional Development, Teacher Student Ratio, *Teaching Methods
Identifiers—*Class Size Reduction, ERIC Digests
This Digest examines school districts' efforts to reap the greatest benefit from smaller classes. Although the report discusses teaching strategies that are most effective in small classes, research has shown that teachers do not significantly change their teaching practices when they move from larger to smaller classes. Smaller classes mean teachers can spend less time on discipline and more time on individualized instruction, yet the key to success in class-size-reduction (CSR) initiatives is high-quality instruction. However, the growing demand for teachers has swelled the ranks of those teachers lacking full credentials, and the report emphasizes the importance of staff development, which should be ongoing, school-based, and geared toward creating a professional community where teachers find out together what works for their students. In addition to a shortage of qualified teachers, CSR has placed a premium on classroom space. Schools have met this challenge by using portables, by remodeling existing spaces, and by reopening closed schools. Smaller schools have various options when using federal funds. Finally, the Digest offers some guidelines on what districts should focus on in class-size policy, including the targeting of money and other resources to minority and low-income students who stand the most to gain from CSR. (Contains 12 references.) (RJM)

ED 440 431   EA 030 339
Striving for Excellence: The National Education Priorities of the President and the U.S. Department of Education. Volume IV.
ACCESS ERIC, Rockville, MD.; Educational Resources Information Center (ED), Washington, DC.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No. —NLE-2000-4009
Pub Date—2000-00-00
Contract—RK95188001
Note—185p.; For Volume III, see ED 414 633.
Pub Type— ERIC Publications (071)
EDRS Price – MF01/PC08 Plus Postage.
Descriptors—Academic Achievement, Academic Standards, College Preparation, Educational Needs, Educational Objectives, *Educational Quality, Elementary Secondary Education, *Excellence in Education, Mathematics Achievement, Reading Achievement
Identifiers—Department of Education, Drug Free Schools, ERIC Digests
This volume is a compilation of digests produced by the 16 Clearinghouses that constitute the Educational Resources Information Center (ERIC). Each ERIC Clearinghouse covers a specific area of education, selects materials for an education database, develops publications, and responds to requests for information on education topics. The 80 ERIC Digests in this volume provide an overview of issues, programs, and research related to the 7 education priorities established by the President and the Secretary of the U.S. Department of Education. The first 3 priorities identify specific performance results that all children should achieve at critical points in their schooling: reading independently by the end of third grade (priority 1); competency in mathematics, including the foundations of algebra and geometry, by the end of eighth grade (priority 2); and being prepared for and able to afford college at 18 years of age (priority 3). Priorities four through seven identify key strategies to help stu-

dents achieve these performance results: high standards of achievement and accountability for all children (priority 4); high-quality teachers (priority 5); technology in the classroom (priority 6); and schools that are safe, drug-free, and modernized to meet current and future challenges (priority 7). The Digests are grouped under these seven priorities and are organized alphabetically within each section. (RJM)

ED 440 432   EA 030 340
The Building Leadership Team. The SILC Road.
Colorado State Dept. of Education, Denver.; Colorado Univ., Denver. Center for Collaborative Educational Leadership.; PEAK Parent Center, Inc., Colorado Springs, CO.
Spons Agency—Office of Special Education and Rehabilitative Services (ED), Washington, DC.
Pub Date—1998-00-00
Contract—H086J50003
Note—21p.; SILC stands for Supporting Inclusive Learning Communities.
Pub Type— Guides - Non-Classroom (055)
EDRS Price – MF01/PC01 Plus Postage.
Descriptors—*Educational Change, Educational Improvement, Elementary Secondary Education, *Instructional Leadership, *Leaders Guides, Leadership Training, Team Training
Identifiers—*Comprehensive School Improvement Program
This booklet was designed to help families, school professionals, and students understand the function and purpose of comprehensive school improvement. It is part of the SILC Road initiative, which was founded by several education groups in Colorado for the purpose of helping schools educate all students. The volume focuses on the elements of the Building Leadership Team (BLT) process. It contains ideas and suggestions across a broad range of topics, from gathering and using information to working on specific change strategies. For established teams, the guide may serve as a tool for critiquing current processes. Recently established teams will find helpful information to guide the organization and development of their work. The text describes the function of BLTs and their role in the school community. It suggests who should be a member of a BLT, each member's duties, the purpose of BLTs, and what members can expect. The volume discusses ways to make meetings productive, such as setting an agenda, establishing norms, encouraging productive dialogue, and handling the minutes. Tips are offered on collaborative decision making, reaching consensus, honoring dissent, voting, creating a plan for the first 6 months of work, staying on track, and remembering constituencies. A list of 15 additional readings is provided. (RJM)

ED 440 433   EA 030 341
Whitney, Terry N.
State School Finance Litigation: 1999 Summary and Analysis.
National Conference of State Legislatures, Denver, CO.
Report No.—ISBN-1-58024-043-7
Pub Date—1999-12-00
Note—24p.; Published 12 to 18 times per year.
Available from—NCSL Book Order Department, 1560 Broadway, Suite 708, Denver, CO 80202. Tel: 303-830-2054.
Journal Cit—State Legislative Report; v24 n8 Dec 1999
Pub Type— Collected Works - Serials (022) — Reports - Evaluative (142)
EDRS Price – MF01/PC01 Plus Postage.
Descriptors—*Court Litigation, *Educational Equity (Finance), *Educational Finance, Elementary Secondary Education, *Equal Education, *Politics of Education, Public Schools
Identifiers—National Conference of State Legislatures
Existing school funding systems have continued to be challenged in state courts. This report contains a summary of recently filed cases in Arizona, California, Kansas, New York, Texas, and Wyoming, together with a brief summary of federal court activity in Minnesota, Pennsylvania, and Texas.

Comments are supplied concerning the risks of lawsuits challenging the states' educational finance systems within the context of their standards and accountability systems. An appendix contains a litigation summary with a case summary and status/details for 26 states for 1998-99. (DFR)

ED 440 434   EA 030 342
Stolp, Stephen Stolp, Patricia
Go for the Goal: The Dan O'Brien Goal-Setting Program. A Goal-Setting Program for Grades 3 to 6.
ERIC Clearinghouse on Educational Management, Eugene, OR.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—ISBN-0-86552-143-3
Pub Date—1999-00-00
Contract—ED-99-C0-0011
Note—24p.; Published in cooperation with the Dan O'Brien Youth Foundation, Moscow, ID.
Available from—Dan O'Brien Education Program, ERIC Clearinghouse on Educational Management, 5207 University of Oregon, Eugene, OR 97403-5207. Tel: 541-346-5043, Web site: http://eric.uoregon.edu.
Pub Type— Guides - Classroom - Teacher (052) — ERIC Publications (071)
EDRS Price – MF01/PC01 Plus Postage.
Descriptors—Curriculum Development, Elementary Education, *Goal Orientation, *Objectives, Performance, Success
Identifiers—Goal Directed Behavior, *Goal Setting
This booklet is a product of the Dan O'Brien Education Program, which was created in 1993 by the Educational Resources Information Center Clearinghouse on Educational Management. The program was designed to help young people gain the most from their education. It outlines five lessons for setting and achieving goals: (1) window of opportunity; (2) the value of a goal; (3) Dan's great goal guidelines; (4) writing goals; and (5) looking back. The lessons start by defining goals and how to set them. Additional lessons identify important short- and long-term goals and conclude with goal-setting exercises. Students are asked to set goals in three areas: physical fitness, academics, and citizenship/community. These can be short- or long-term goals; however, at least one short-term goal is recommended so that students can feel a sense of accomplishment. Each lesson is divided into five or more components. These include: purpose; materials/preparation; new information/activity; closure, which includes questions to stimulate action; extensions, which encourage students to recognize their achievements; and optional activities, such as organizing goal check-in groups and creating a group collage. Inspirational stories and a list of resources available from the Dan O'Brien Education Program are included. (RJM)

ED 440 435   EA 030 343
Nalley, Donna
Designing the School of Your Dreams. Sharing Success.
SERVE: SouthEastern Regional Vision for Education.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—1998-00-00
Contract—RJ96006701
Note—57p.; SERVE is associated with the University of North Carolina at Greensboro, School of Education.
Available from—SERVE, Publishing and Quality Assurance Department, 1203 Governor's Square Blvd, Suite 400, Tallahassee, FL 32301 (SSDSD, $6). Tel: 800-352-6001 (Toll Free).
Pub Type— Guides - Non-Classroom (055)
EDRS Price – MF01/PC03 Plus Postage.
Descriptors—*Academic Achievement, *Community Support, Educational Improvement, *Educational Innovation, Elementary Secondary

Education, *Experimental Curriculum, *Parent School Relationship, School Effectiveness
Identifiers—University of North Carolina Greensboro

This publication was created to broaden teachers', parents', administrators', and community leaders' visions of a school's potential. Teachers, librarians, state school board members, and other school professionals share their ideas and examples of successful implementations of various ideas beyond the confines of the traditional school. It includes a planning section containing seven assignments designed to assist an individual or group in discovering their own personal vision of the ideal school. The work is constructed to affect school improvement at every level by encouraging readers to envision their "Dream School," and to pursue their high expectations and goals in an active manner. (DFR)

ED 440 436   EA 030 344
Chidester, Margaret A. Asplund, Heather
E-Mail and Access to Public Meetings and Records: Traps for the Unsuspecting School Board Member.
National School Boards Association, Alexandria, VA. Council of School Attorneys.
Pub Date—2000-03-00
Note—21p.; Published bimonthly.
Available from—NSBA, Council of School Attorneys, 1680 Duke Street, Alexandria, VA 22314 ($80 per year). Tel: 703-838-6722.
Journal Cit—Inquiry & Analysis; Mar 2000
Pub Type— Collected Works - Serials (022) — Guides - Non-Classroom (055)
EDRS Price – MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—*Boards of Education, Computer Mediated Communication, *Court Litigation, Disability Discrimination, *Electronic Mail, Elementary Secondary Education, *Federal Regulation, Hearings, *Legal Responsibility, *Public Policy, Public Schools, State Church Separation, Student Rights

School board members generally understand the ramifications of the open meeting and public records of their states; however, they may not know whether their use of e-mail is subject to these laws. Legally, e-mail has as much potential exposure to liability as any other communication subject to the state open-meeting law, or as any unprivileged communication ultimately classified as a public record. Accordingly, the legal issue of whether such correspondence must be made available to the public has been raised. School leaders must, therefore, consider the legal implications of using e-mail to conduct public business. The laws of a number of representative jurisdictions regarding this are given. Additionally, case notes are supplied for lawsuits regarding disabilities, religion, students rights, as well as reviews of Supreme Court decisions, and other matters before the Court. (DFR)

ED 440 437   EA 030 345
Jarmon, Gloria L.
Financial Management: Education Faces Challenges in Achieving Financial Management Reform. Testimony before the Subcommittee on Oversight and Investigations, Committee on Education and the Workforce, House of Representatives.
General Accounting Office, Washington, DC.
Report No. —GAO/T-AIMD-00-106
Pub Date—2000-03-01
Note—14p.
Available from—For full text: http://www.gao.gov.
Pub Type— Legal/Legislative/Regulatory Materials (090)
EDRS Price – MF01/PC01 Plus Postage.
Descriptors—*Educational Finance, Elementary Secondary Education, *Finance Reform, *Financial Audits, *Financial Problems, Money Management
Identifiers—*Department of Education

This report provides a fiscal analysis of the Department of Education's 1999 financial audit results. It focuses on the relationship between the audit findings and the potential for waste, fraud, and

abuse, and examines the status of an ongoing study of the Department's grantback account. It describes the ongoing accounting problems that have plagued the agency since 1998, such as high turnover and limitations associated with a new accounting system that was installed in 1998. It states that Education was unable to provide adequate support for about 800 million dollars reported in the September 30, 1999, net-position balance in its financial procedures; that auditors were unable to determine whether beginning balances for accounts payable and related accruals were accurate; and that Education was able to improve the opinion it received on its financial statements for fiscal year 1999. The auditors' report for fiscal year 1999 discussed weaknesses in the financial reporting process, inadequate reconciliations of financial accounting records, and inadequate controls over information systems. Furthermore, the auditors reported that the Department was not in compliance with three laws and regulations. The report concludes that the agency is plagued by serious internal control and system deficiencies that hinder its ability to achieve lasting financial-management improvements. (RJM)

ED 440 438   EA 030 346
Block Scheduling in Texas Public High Schools. Policy Research Report Number 13.
Texas Education Agency, Austin. Div. of Research and Evaluation.
Report No. —TEA-GE9-601-05
Pub Date—1999-09-00
Note—59p.
Available from—Texas Education Agency, Publications Distribution, 1701 North Congress Ave., Austin, TX 78701-1494 ($5.25). Tel: 512-475-3523.
Pub Type— Reports - Research (143)
EDRS Price – MF01/PC03 Plus Postage.
Descriptors—*Academic Achievement, *Advanced Placement, *Block Scheduling, *Dropouts, Ethnic Distribution, *High Schools, *Public Schools, School Holding Power, Socioeconomic Influences
Identifiers—ACT Proficiency Examination Program, Scholastic Assessment Tests, *Texas, *Texas Assessment of Academic Skills

The study reported in this document examined the relationship between block scheduling (class periods longer than 50 minutes) and overall student performance. Performance was measured in terms of dropout rates, grade-level retention rates, campus-level results for the Texas Assessment of Academic Skills, and participation in and performance on college admissions tests (SAT and ACT) and Advanced Placement examinations. School context was much more closely related to overall student performance than the particular types of schedules high schools used. When the contextual features and performance measures were considered collectively, the following were found to be associated strongly with overall student performance: average student attendance rate, percentage of economically disadvantaged students, campus enrollment, education service center region, district type, percentage of ethnic minority students, and percentage of ethnic minority teachers. (Contains 58 references. Three appendixes list block and traditional scheduling practices, "1996-1997 District Analyze Category Descriptions," and a "Description of Student Performance by Type of High School Schedule.") (DFR)

ED 440 439   EA 030 347
Interim Report on Texas Public Schools, 1999. A Report to the 76th Texas Legislature.
Texas Education Agency, Austin.
Report No. —TEA-GE00-600-01
Pub Date—1999-12-00
Note—86p.
Available from—Publications Distribution Office, Texas Education Agency, 1701 North Congress Avenue, Austin, TX 78701-1494. Tel: 512-463-9744. For full text: http://

www.tea.state.tx.us.
Pub Type— Numerical/Quantitative Data (110) — Reports - Descriptive (141)
EDRS Price – MF01/PC04 Plus Postage.
Descriptors—*Academic Achievement, *Accountability, *Dropouts, *Educational Finance, Elementary Secondary Education, *Performance Based Assessment, *Public Schools, State Regulation, Tables (Data)
Identifiers—*Texas

This report describes the status of Texas public education in six chapters. The first chapter is a summary compilation of overall student performance on the state performance assessments. Over 78 percent of all students taking the Texas Assessment of Academic Skills (TAAS) passed all tests taken compared to 73 percent in 1998. This is impressive because students who were formerly excluded (students in special education and Spanish TAAS test takers) from the accountability system were included for the first time. Student dropouts is the subject of the second chapter. The 1997-98 annual dropout rate has stabilized over the past 2 years and is now at 1.6 percent. Chapter 3 presents the progress the state is making on the Academic Excellence Indicators established in law and/or adopted by the Commissioner of Education or the State Board of Education. The measures and indicators, among others, include: cumulative percent of students passing the exit-level TAAS; percentage of students taking end-of-course tests; and attendance rates and completion rates. Chapter 4 concerns district and campus performance in meeting state accountability standards. The number of districts and campuses who received exemplary and recognized ratings from the state accountability system continued to increase over the previous years. Chapter 5 concerns deregulation and waivers. A large decrease in the number of waivers granted reflects the increased local control provided to districts through changes in statute and board rules. The last chapter provides information on the funds and expenditures of the Texas Education Agency. (MLF)

ED 440 440   EA 030 349
Northwest Trends Shaping Education: The 1998 Regional Needs Assessment.
Northwest Regional Educational Lab., Portland, OR.
Spons Agency—Department of Education, Washington, DC.
Pub Date—1998-11-00
Contract—RJ96006501
Note—24p.
Pub Type— Reports - Research (143)
EDRS Price – MF01/PC01 Plus Postage.
Descriptors—Academic Standards, *Educational Assessment, Educational Change, Educational Environment, Elementary Secondary Education, *Needs Assessment, Professional Development, *Teacher Attitudes, *Trend Analysis
Identifiers—*United States (Northwest)

This regional needs assessment has three objectives: (1) collect and analyze information with the goal of identifying emerging trends and issues in the Northwest that affect public education; (2) use the findings from this analysis as a basis for assessing perceptions of how significantly these issues impact their local schools; and (3) use these and other needs-assessment findings to guide Northwest Regional Educational Laboratory program development. The needs-assessment process operates on an annual cycle to ensure that results can be applied routinely to planning throughout the institution. Data collection includes surveys of education stakeholders, monitoring of regional news releases, senior staff recommendations, and regional meetings. In review of the findings, the most prominent issue to emerge was professional development. Teachers indicated their willingness to accept new challenges but wanted ongoing assistance to develop their skills. Another emergent theme was that of family and community support for student learning. Educators requested assistance in defining roles and developing strategies to involve families and the community in setting high standards. A final major issue was that of school climate and the need for a safe learning environment for all stu-

dents. Recommendations for changes in the assessment procedure and three appendices detailing survey responses are included. (RJM)

ED 440 441 EA 030 351

Hassel, Bryan

Comprehensive School Reform: Making Good Choices. A Guide for Schools and Districts.

North Central Regional Educational Lab., Oak Brook, IL.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—1998-00-00

Contract—RJ6003601

Note—62p.

Available from—For free 12-minute companion videotape: 800-356-2735 (Toll Free).

Pub Type— Guides - Non-Classroom (055)

EDRS Price – MF01/PC03 Plus Postage.

Descriptors—Educational Administration, *Educational Change, Educational Improvement, Elementary Secondary Education, Instructional Leadership, Models, School Restructuring, Selection Tools

Identifiers—*Comprehensive School Improvement Program

This guide is designed to help educators make good decisions about comprehensive school reform (CSR). Since CSR takes different forms in different schools, the booklet should help schools craft a unique plan that builds on unique strengths. It emphasizes the importance of choosing carefully one or more research-based CSR models to serve as the centerpiece for reform and then developing a common vision of change. Some 17 models are offered, and, although they might not meet every need of a school's CSR approach, they can provide essential guidance. Since choosing a model is essential to the process, the text lists nine criteria to consider when selecting a plan, which is followed by four basic steps for decision-making: (1) laying the groundwork; (2) evaluating the current situation; (3) profiling an ideal approach; and (4) deciding on a model. These protocols should help educators assess student learning and accomplishments, create a profile of an ideal CSR approach, and conduct research on a variety of CSR models. The bulk of the guide is contained in eight appendices that feature a self-evaluation tool, a summary of a self-evaluation, a profiling tool, a student-population chart, a sample research grid, and a list of resources. (RJM)

ED 440 442 EA 030 353

Boyd, William Lowe

The "Loyal Opposition" and the Future of British and US School Reform. Publication Series No. 19.

Mid-Atlantic Lab. for Student Success, Philadelphia, PA.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—1998-00-00

Note—21p.; In: Boyd, W.L. Leading and Managing, v2 n1, p16-27, 1996. Earlier version presented at the European Conference on Educational Research (Bath, England, September 1995).

Pub Type— Opinion Papers (120)

EDRS Price – MF01/PC01 Plus Postage.

Descriptors—*British National Curriculum, *Educational Change, *Educational Legislation, *Educational Policy, Elementary Secondary Education, Foreign Countries, *Government Role

Identifiers—Education Reform Act 1988 (England), *Goals 2000, *United Kingdom

This paper discusses trends in British and U.S. school reform and compares government support of education by the "loyal opposition" of both countries. Between 1980 and 1995, school reform policies in the United States generally enjoyed broad, bipartisan support. The same, however, cannot be said in Britain where ideological differences between the Tory and Labor Parties made reform efforts highly controversial, eventually culminating in the newly elected Labor government's acceptance of the "Education Reform Act of 1988." On the other hand, change in U.S. educational policy

did not begin until after the November 1994 U.S. election, when right-wing Republicans gained control of both houses of Congress. Thereafter, 15 years of bipartisanship education policy suddenly evaporated. President Clinton's "Goals 2000: Educate America Act" came under attack even though many agreed it held the most promise for substantial improvement of U.S. education. When compared to the UK, the United States is more likely to see change in its education policy as a result of the "loyal opposition" gaining power. (Contains 29 references.) (DFR)

ED 440 443 EA 030 354

Wang, Margaret C. Haertel, Geneva D. Walberg, Herbert J.

Achieving Student Success: A Handbook of Widely Implemented Research-Based Educational Reform Models. Publication Series No. 12.

Mid-Atlantic Lab. for Student Success, Philadelphia, PA.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—1998-00-00

Note—174p.

Available from—For full text: http://www.reform-handbook-LSS.org.

Pub Type— Guides - Non-Classroom (055)

EDRS Price – MF01/PC07 Plus Postage.

Descriptors—Decision Making, *Educational Change, Educational Research, Elementary Secondary Education, *Nontraditional Education, *Program Implementation, Program Improvement, Research Projects, *Research Utilization, *School Effectiveness

Local schools and school districts lack organized information on school effectiveness to select programs and practices to meet their specific program improvement and implementation needs. Critical program features, implementation and training requirements, program costs, program-delivery systems, program impacts, and a host of other relevant factors necessary to enable schools to make informed choices are also needed. This handbook provides information on the design and implementation requirements of a variety of alternative programs and practices, and provides information on the program-delivery mechanisms in a usable form for school personnel. The handbook contains three sections: (1) a report on findings from a synthetic analysis of the design and implementation of 11 widely implemented research-based educational reform models; (2) a synopsis of the 11 widely implemented research-based reform programs and other research-based programs; and (3) a systematic procedure for using program information for informed decision making. An appendix contains a "Program Decision-Making Framework." (DFR)

ED 440 444 EA 030 355

Clark, Gail Dean, Ceri

Comprehensive School Reform Demonstration: Summary of LEA Roundtables.

Mid-Continent Regional Educational Lab., Aurora, CO.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—2000-03-23

Contract—RJ96006101

Note—105p.

Pub Type— Reports - Descriptive (141)

EDRS Price – MF01/PC05 Plus Postage.

Descriptors—Change Strategies, Educational Administration, *Educational Change, Educational Improvement, Elementary Secondary Education, Guidelines, Models, *Needs Assessment

Identifiers—Colorado, *Comprehensive School Improvement Program, Missouri, North Dakota, Roundtable Reports

This publication offers an overview of a series of roundtables organized in Colorado, North Dakota, and Missouri. The purpose of the roundtables was to further the Comprehensive School Reform Demonstration (CSRD) program by bringing together educators in similar stages of reform. In each case the roundtable was the first time that the state had convened its CSRD sites as a group. The general

goals for the roundtables were to: identify technical assistance needs; provide information about technical assistance options and evaluation strategies; create a network of local-education-area sites by strengthening communication links among them; and share successful strategies about implementing comprehensive school-reform programs. Some of the problems identified by the roundtables include a lack of time for teachers to plan and learn collaboratively, inadequate staff training from model developers, an unwillingness to change, high teacher and administrator mobility, and a lack of coordination of resources to support reform. On the positive side, participants offered several strategies for initiating reforms, such as monthly recognition celebrations to honor staff's work, meetings held at off-site locations, and regular teacher-collaboration meetings for planning. The bulk of the document is contained in five appendices that provide samples of roundtable packets and other information. (RJM)

ED 440 445 EA 030 356

Department-Wide Objectives: 1999 Performance Reports and 2001 Plans. Volume 1. U.S. Department of Education.

Department of Education, Washington, DC. Office of the Under Secretary.

Pub Date—2000-03-00

Note—219p.; For volume 2, see EA 030 357.

Available from—ED Pubs, P.O. Box 1398, Jessup, MD 20794-1398. Tel: 877-433-7827 (Toll Free). For full text: http://www.ed.gov/pubs.

Pub Type— Reports - Descriptive (141)

EDRS Price – MF01/PC09 Plus Postage.

Descriptors—Accountability, Annual Reports, Educational Objectives, Elementary Secondary Education, Higher Education, *Institutional Mission, Management by Objectives, *Organizational Objectives, *Performance Factors, Quality Control

Identifiers—*Department of Education

This report provides an overview of the Department of Education's (ED) progress toward four main goals: (1) help all children reach challenging academic standards; (2) build a solid foundation for learning for all children; (3) ensure access to postsecondary education and lifelong learning; and (4) make ED a high-performance organization. The document provides a concrete description of strategies being used to reach these goals, presents plans for fiscal year 2001, describes key strategies and performance measures, and identifies department-wide issues. The report is divided into four sections, each of which describes in detail the programs that are in place to help the ED reach its goals. For goal 1, seven objectives are listed, such as creating safe, disciplined, and drug-free schools; and offering more public school choices to families. The four objectives listed for goal 2 include the objective that all children will enter school ready to learn. The four stated objectives for goal 3 all address the need to help students succeed in postsecondary education. Goal 4 has seven objectives listed, such as the one that states that ED employees are highly skilled and high performing. Further information on improving information systems, on coordinating with other agencies, on data-quality standards, and other details are provided. (RJM)

ED 440 446 EA 030 357

Individual Programs: 1999 Performance Reports and 2001 Plans. Volume 2. U.S. Department of Education.

Department of Education, Washington, DC. Office of the Under Secretary.

Pub Date—2000-03-00

Note—845p.; For volume 1, see EA 030 356.

Available from—ED Pubs, P.O. Box 1398, Jessup, MD 20794-1398. Tel: 877-433-7827 (Toll Free). For full text: http://www.ed.gov/pubs.

Pub Type— Reports - Descriptive (141)

EDRS Price – MF05/PC34 Plus Postage.

Descriptors—Accountability, Annual Reports, Educational Objectives, Elementary Secondary Education, Higher Education, *Institutional Mission, *Organizational Objectives, *Perfor-

mance Factors, *Program Descriptions, Quality Control

Identifiers—*Department of Education

This report provides an overview of the Department of Education's (ED) progress toward four main goals: (1) help all children reach challenging academic standards so they are prepared for responsible citizenship, further learning, and productive employment; (2) build a solid foundation for learning for all children; (3) ensure access to postsecondary education and lifelong learning; and (4) make ED a high-performance organization by focusing on results, service quality, and customer satisfaction. The report was created to meet the requirements of the Government Performance and Results Act. The volume contains information on education reform and is divided into 16 sections. These sections cover the following topics: education reform; education for disadvantaged children; impact aid; school-improvement programs; reading excellence programs; Indian education; school-renovation programs; bilingual and immigrant education; special education; rehabilitation services and special institutions; student financial assistance; vocational and adult education; higher education; education research, statistics, and improvement; Office for Civil Rights; and Office of the Inspector General. Some of the programs that are discussed include school-to-work opportunities, migrant education, teaching to high standards, state grants, the foreign-language assistance program, state grants for incarcerated youth, the underground railroad program, the National Writing Project, civic education, and the fund for the improvement of education. (RJM)

ED 440 447   EA 030 358

What Do We Want from Iowa School Leaders in the 21st Century? Our Choices, Our Challenges. Iowa School Leadership Initiative, Educational Community Conversation Participant Guide.

Iowa State Dept. of Education, Des Moines.
Pub Date—1999-11-00
Note—12p.; Videotape not available from ERIC. Prepared by the New Iowa Schools Development Corporation.
Pub Type— Guides - Non-Classroom (055)
EDRS Price – MF01/PC01 Plus Postage.
Descriptors—*Administrator Behavior, *Administrator Effectiveness, *Administrator Qualifications, Elementary Secondary Education, *Leadership Qualities, *Leadership Training, Professional Development
Identifiers—*Iowa, Iowa State Department of Education

This participant guide addresses the need for and attributes of school leadership in the new century. To implement this initiative, a steering committee has been assigned two tasks: (1) to find consensus and to report on the qualifications of school leaders in the 21st century; and (2) to design a professional development system that will support school leaders in acquiring understandings and skills listed in response to the first task. Participants are asked, using the information in the guide, its accompanying videotape, and from their own experience, to answer the question, "What do you expect school leaders to know, to do, and to be like?" To encourage discussion, three summaries of candidates' credentials and statements have been created for participants to consider. (DFR)

ED 440 448   EA 030 359

Mortimore, Peter
Globalisation, Effectiveness and Improvement.
Pub Date—2000-01-00
Note—21p.; Paper presented at the Annual Meeting of the International Congress for School Effectiveness and Improvement (13th, Hong Kong, January 4-8, 2000).
Pub Type— Opinion Papers (120) — Speeches/Meeting Papers (150)
EDRS Price – MF01/PC01 Plus Postage.
Descriptors—Case Studies, *Comparative Education, *Cross Cultural Studies, Educational Development, Educational Research, Elementary Secondary Education, Foreign Countries, *Global Education, *Grouping (Instructional Purposes), Instructional Development,

*Multicultural Education, Program Effectiveness, Self Efficacy
Identifiers—*Singapore, *United Kingdom

This paper reports principally on two studies, prompted by research on school effectiveness in the United States and England, which indicate globalization is beginning to affect school improvement. The first study cites case studies of two schools—from working-class, multi-ethnic, poorly educated areas of Singapore and London—to determine if these schools can be validly compared, and if so, to point out how these schools can learn from each other. School improvement began when the school acquired a new, enthusiastic head teacher who believed everyone capable of learning, and who infused staff and students with this ideal. The second study questioned whether student groupings could make a difference in certain areas. Three separate groups of 15 schools were selected to determine any differences in student levels of self-esteem, staff attitudes to groups, and academic progress. It appears that ability groupings do not have a strong or uniform impact on pupil progress. (Contains 35 references.) (DFR)

ED 440 449   EA 030 360

Yu, Chuen Ying Connie
Principal Leadership in Hong Kong Christian Secondary Schools after 1997.
Pub Date—2000-01-00
Note—33p.; Paper presented at the Annual Meeting of the International Congress for School Effectiveness and Improvement (13th, Hong Kong, January 4-8, 2000). D. Ed. Thesis Proposal, University of Melbourne, Victoria, Australia.
Pub Type— Information Analyses (070) — Reports - Descriptive (141) — Speeches/Meeting Papers (150)
EDRS Price – MF01/PC02 Plus Postage.
Descriptors—*Administrator Behavior, Foreign Countries, *Leadership Qualities, *Parochial Schools, *Religious Education, Secondary Education, *Secondary Schools, *Supervisory Methods
Identifiers—*Hong Kong

This thesis proposal investigates principal leadership in Hong Kong Christian secondary schools after the turnover of Hong Kong to China in July 1997. Principal and teacher perceptions will be used to describe three aspects of leadership: the leadership role of the principal; the changes, if any, to that role due to the turnover; and the degree of agreement between principals' and teachers' perceptions about principal leadership. The definition of principal leadership will be generated by 24 principals and teachers from eight Christian secondary schools. A collection of thematic statements will be derived from interviews with one principal and two teachers from each school. These commentaries on the leadership role of principals will form an aggregate description of the leadership role of the principal, if there is a match or mismatch between principals' and staff views within one school, and if there are any commonalities or differences across schools. The document includes a review of literature on transformational and transactional leadership, instructional leadership, leadership styles, Christian leadership, leadership dimensions, change process, and professional development. (Contains 59 references.) (DFR)

ED 440 450   EA 030 361

Robertson, Robert E.
School Meal Programs: Few Outbreaks of Foodborne Illness Reported. Report to the Ranking Minority Member, Committee on Agriculture, Nutrition, and Forestry, U.S. Senate.
General Accounting Office, Washington, DC.
Report No. —GAO-RCED-00-53
Pub Date—2000-02-00
Note—26p.
Pub Type— Reports - Evaluative (142)
EDRS Price – MF01/PC02 Plus Postage.
Descriptors—*Breakfast Programs, Communicable Diseases, Elementary Secondary Education, Federal Regulation, *Food and Drug

Inspectors, *Food Standards, Government Publications, *Hygiene, *Lunch Programs
Identifiers—Centers for Disease Control GA, *Department of Agriculture, *General Accounting Office

Twenty outbreaks of foodborne illness in schools were reported to the Centers for Disease Control and Prevention (CDC) during 1997; however, only 8 cases were associated with food served in the school meal programs. Preliminary findings identified nine outbreaks in 1998, affecting an estimated 1,609 individuals. CDC notes that such outbreaks are underreported for a variety of reasons. The report recommends that the Secretary of Agriculture expeditiously develop a database for continuously documenting all food safety actions taken on foods donated to the Department's food assistance programs, and also provide additional information to help schools develop food procurement contracts that further ensure food safety. An appendix contains a comment from the U.S. Department of Agriculture to the U.S. General Accounting Office. GAO comments supplementing those in the report text appear at the end of the appendix. (DFR)

ED 440 451   EA 030 362

Katz, Michael S., Ed. Noddings, Nell, Ed. Strike, Kenneth A., Ed.
Justice and Caring: The Search for Common Ground in Education. Professional Ethics in Education Series.
Report No.—ISBN-0-8077-3818-2
Pub Date—1999-00-00
Note—186p.
Available from—Teacher's College Press, Columbia University, 1234 Amsterdam Ave., New York, NY 10027 (paperback: ISBN-0-8077-3818-2, $23.95; cloth: ISBN-0-8077-3819-0, $52). Tel: 800-575-6566 (Toll Free); Fax: 802-864-7626.
Pub Type— Books (010) — Collected Works - General (020)
Document Not Available from EDRS.
Descriptors—Community, Elementary Secondary Education, *Ethics, *Instruction, *Justice, *Moral Values, Sexual Harassment, Student Welfare, Teacher Attitudes, Teachers
Identifiers—*Caring

This collection of essays portrays care and justice as moral orientations either in tension with one another or working together to produce a more satisfactory solution than either could alone. The nine essays are grouped under three headings: "Theory of Justice and Caring," "Pedagogical Issues," and "Public Policy Issues." The first collection of articles examines the nature of justice when untempered with care, and how this type of justice may introduce new inequities as it seeks to remove old ones. A call for moral pluralism, along with a recognition of the moral complexity of people's lives, is made. In part 2, a variety of pedagogical issues are explored, including moral dilemmas faced by schools when students violate rules, the place of self-knowledge in moral life, the role of self-talk as an aspect of caring for self, and how a superficial understanding of care and justice may lead educators to rationalize uncaring and unfair acts as moral ones. The last part describes the issue of school vouchers from a variety of perspectives, explores the question of whether multiculturalism is divisive, and looks at sexual harassment policies in schools. A conclusion presents three profiles of caring and justice. (Contains an index.) (RJM)

ED 440 452   EA 030 363

Henderson, James G., Ed. Kesson, Kathleen R., Ed.
Understanding Democratic Curriculum Leadership.
Report No.—ISBN-0-8077-3826-3
Pub Date—1999-00-00
Note—138p.; Foreword by William F. Pihar.
Available from—Teacher's College Press, Columbia University, 1234 Amsterdam Ave., New York, NY 10027 (paperback: ISBN-0-8077-3826-3, $21.95; cloth: ISBN-0-8077-3827-1, $46). Tel: 800-575-6566 (Toll Free); Fax: 802-

864-7626.

Pub Type— Books (010) — Collected Works - General (020)

Document Not Available from EDRS.

Descriptors—*Curriculum, Curriculum Research, *Democratic Values, Educational Administration, Educational Practices, Elementary Secondary Education, *Instructional Leadership, Moral Values, *Theory Practice Relationship

Identifiers—Dewey (John), Greene (Maxine)

This volume integrates critical curriculum theory with best practice, extending John Dewey's and Maxine Greene's progressive educational philosophy into these two realms. The authors of the seven essays selected four theoretical topics and then applied these theories to practitioners' work. The book was constructed around a series of conversations in which Vermont curriculum leaders read and critiqued four curriculum-theory essays and provided feedback to the authors about ways that their ideas could be made more accessible and relevant. The book is based on the premise that theoretical work and the work of practitioners are mutually enriched by a continuous reflection on practice and by selected critical theorizing. Each chapter's author provides specific guidance on how his/her form of "emancipatory knowing" can be used to reflect on the practice of democratic curriculum leadership. The chapters are: "The Journey of Democratic Curriculum Leadership: An Overview" (James G. Henderson); "The Practice and Critical Study of Democratic Curriculum Leadership" (Kathleen R. Kesson); "Deliberation To Develop School Curricula" (Gail McCutcheon), "Understanding Curriculum Systems" (Noel Gough); "Critical Democracy and Education" (Joel Kincheloe); "Toward a Curriculum of Mythopoetic Meaning" (Kesson); and "Three Personal Reflections (Henderson, Kesson, Kerrin A. McCadden)." The members of the study group are introduced in chapter 2, and details on the educational environment in Vermont are incorporated into chapter 6. (Contains an index.) (RJM)

ED 440 453   EA 030 364

McKenna, Marian J.

Academic Service Learning and Collaborative Action Research: Two Roads to Educational Reform.

Spons Agency—Corporation for National Service.; American Association of Colleges for Teacher Education, Washington, DC.

Pub Date—1999-00-00

Note—10p.

Pub Type— Reports - Research (143)

EDRS Price – MF01/PC01 Plus Postage.

Descriptors—Citizenship Education, *Educational Cooperation, Higher Education, *Middle School Students, Middle Schools, *Professional Development, *School Community Programs, *Service Learning, Student Participation, *Teacher Collaboration, Work Experience Programs

This article offers a preliminary report of the first 2 years of a 3-year partnership between a university faculty member and a public middle-school teacher. The partnership was guided by four questions: How does academic service learning transform curricular delivery and the critical identity of teacher as a professional? What is the impact of academic service learning on the interactions between students and community members? How can classroom action research support collegiality and professional development? and How do academic service learning and collaborative action research influence the creation of democratic communities? The study is based on a project in which the middle-school teacher, in collaboration with the university educator, applied the principles of academic service learning by leading her Technical Arts students in the construction of a community-built playground. Early results of the partnership show that the transformation of curricular delivery and the critical identity of the teacher as a professional can be profound. The work served to engage the students since the project was easily seen as relevant and immediately applicable. Furthermore, students were able to interact in meaningful ways with adults who were not their parents or teachers. The project supported the collegiality and professional development of all professional participants. (RJM)

ED 440 454   EA 030 365

Class Size Reduction: Great Hopes, Great Challenges. Policy Brief.

WestEd, San Francisco, CA.

Spons Agency—Department of Education, Washington, DC.

Pub Date—1999-01-00

Contract—RJ96006901

Note—3p.

Pub Type— Reports - Evaluative (142)

EDRS Price – MF01/PC01 Plus Postage.

Descriptors—*Class Size, Educational Change, Elementary Secondary Education, Government School Relationship, Program Development, Small Classes, *Teacher Student Ratio

Identifiers—*Class Size Reduction

This policy brief examines the benefits and the challenges that accompany class-size reduction (CSR). It suggests that when designing CSR programs, states should carefully assess specific circumstances in their schools as they adopt or modify CSR efforts to avoid the unintended consequences that some programs have experienced. Some of the challenges include the teaching supply and teacher quality, inadequate facilities, and a worsening of inequities. However, CSR also can provide many benefits, such as achievement gains, especially for poor and minority students; greater individual attention, the improved identification of special needs, and fewer discipline problems; faster and more indepth coverage of content; greater teacher-parent contact and parent satisfaction; and reduced classroom stress and greater enjoyment of teaching. Research shows that children in the primary grades—especialy poor and minority children—benefit most from smaller classes. Schools will need to hire many new teachers, and these newest educators will require mentorship and training programs. Facility support will also need to be examined, along with plans to implement flexible funding. Finally, CSR programs should build in evaluation and research components that focus on unanswered questions. (RJM)

ED 440 455   EA 030 369

Paine, Cathy Sprague, Jeffrey

Crisis Prevention and Response: Is Your School Prepared?

Oregon School Study Council, Eugene.

Report No.—ISSN-0095-6694

Pub Date—1999-00-00

Note—25p.

Available from—Oregon School Study Council, 217 Education Building, 1571 Adler St., College of Education, 1215 University of Oregon, Eugene, OR 97403 ($15, nonmembers; $10, members). Tel: 541-346-1397.

Journal Cit—OCCS Bulletin; v43 n2 Win 2000

Pub Type— Collected Works - Serials (022) — Guides - Non-Classroom (055)

EDRS Price – MF01/PC01 Plus Postage.

Descriptors—*Crisis Intervention, Educational Administration, Elementary Secondary Education, Program Development, Safety Education, *School Safety, *School Security, Student Welfare, *Training

This bulletin outlines the major components of a crisis-preparedness and response plan for schools. It lists the critical components of a safe-school plan, such as community coordination, curriculum, proactive student discipline policies and procedures, safe physical environment, school security, staff and student training, evaluation and monitoring of school safety, and a crisis-response plan. It describes the goals of a crisis-response team, and examines what needs to be done before a crisis, including the formation of a crisis-response team within the school, the development of a written crisis or emergency response plan, the coordination of the plan with community emergency personnel, and the training of staff on elements of the plan. The document also details responses to crises on or away from the school grounds and discusses the major steps of a crisis-response procedure, such as how to deal with the media. Suggestions for helping students cope with loss, an overview of how to handle special situations, including returning to the scene, and some of the followup procedures for students, staff, and caregivers are provided. Listings of further resources, the manifestations of grief in youth, and other information appear at the end. (Contains 20 references.) (RJM)

ED 440 456   EA 030 371

Clune, William

Toward a Theory of Systemic Reform: The Case of Nine NSF Statewide Systemic Initiatives. Research Monograph No. 16.

National Inst. for Science Education, Madison, WI.

Spons Agency—National Science Foundation, Washington, DC.

Pub Date—1998-12-00

Contract—RED-9452971

Note—52p.

Available from—Center Document Service, Wisconsin Center for Education Research, 1025 W. Johnson St., Room 242, Madison, WI 53706-1796 ($7). Tel: 608-265-9698 (no phone orders).

Pub Type— Reports - Research (143)

EDRS Price – MF01/PC03 Plus Postage.

Descriptors—Case Studies, *Educational Change, Elementary Secondary Education, *Federal Programs, Government School Relationship, Partnerships in Education, *Program Development, *Program Effectiveness, School Effectiveness

Identifiers—National Science Foundation, *Statewide Systemic Initiative

This paper has two main purposes: (1) to test the central thesis of systemic reform; and (2) to derive lessons about strengths and weaknesses of reform strategies used in policy and practice. It does this by a secondary analysis of case studies of nine Statewide Systemic Initiatives (SSIs) funded by the National Science Foundation. The case studies generated similar kinds of data in categories for all nine systemic reform efforts operating during the same time period, thus permitting a "snapshot" of parallel reforms. The article outlines the central thesis of systemic school reform, which is based on the belief that the increased coherence of instructional guidance is the only way to create large numbers of effective schools. The text examines systemic reform, systemic policy, systemic curriculum, and systemic student achievement. It describes the methodology used in the case studies, rates the nine states, and asks if the SSI Program was successful. The paper details generalizations about the evaluation and offers a profile of successful SSIs. It describes student assessments and teacher networks, discusses missing pieces in the reform landscape, and examines the forces that influence curriculum content. Two appendices offer further statistics on the nine programs and outline protocols for rating systemic reforms. (Contains 17 references.) (RJM)

ED 440 457   EA 030 372

Ryan, Sherrill A.

Principals and Teachers Leading Together.

Pub Date—1999-04-00

Note—40p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Quebec, Canada, April 19-23, 1999). Some text may not reproduce well.

Pub Type— Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price – MF01/PC02 Plus Postage.

Descriptors—Educational Administration, Educational Environment, Elementary Secondary Education, *Instructional Leadership, Participative Decision Making, Principals, *School Administration, *Teacher Administrator Relationship, Teachers

Identifiers—*Teacher Leaders, Teacher Leadership

This report has two main purposes: to examine the perceived impact of teacher leadership, and to explore the conditions in schools that support or constrain teacher leadership. It discusses peer-nominated, nonadministrative leaders; leadership practices; and sources of power. The report is based on a multisite case study of three schools, serving as an

extension of an earlier study of seven secondary schools where the staff were undergoing various change initiatives. For the current study, school personnel identified 12 teacher leaders, whereupon data on these leaders were collected through onsite interviews. The findings suggest that the perceived influence of teacher leaders in the three schools was linked to the context of the school and the conditions as revealed through the eyes of the teachers and principals. School A was small and collegial and the principal worked with the strengths of the teaching staff. At school B, the principal implicitly trusted the teacher leaders and power was shared at the grassroots level with teacher leaders' decision-making mainly occurring at the managerial level. The teacher leaders in school C were able to articulate their concerns to the principal and to colleagues and were able to demonstrate their commitment to providing programs to help improve the students' potential. (Contains 94 references.) (RJM)

ED 440 458   EA 030 373
Williamson, Ronald D. Hudson, Martha
Preparing Tomorrow's Principals: Meeting Emerging Challenges.
Pub Date—1999-04-00
Note—23p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Quebec, Canada, April 19-23, 1999).
Pub Type— Reports - Research (143) — Speeches/Meeting Papers (150)
EDRS Price – MF01/PC01 Plus Postage.
Descriptors—Administrator Attitudes, *Administrator Education, Educational Change, Higher Education, Leadership Training, *Principals, *Professional Education, State Universities
This paper examines proposed changes in a principal-preparation program in a medium-sized state university. The report discusses the implications of national and state standards for school leaders on program quality, describes the design and initial implementation of a longitudinal study instituted to assess student perceptions of program value and usefulness, and seeks to generate a dialogue with colleagues interested in principal preparation. The article is based on a multiple-case study. In the pilot phase, data were gathered by asking students to complete a short survey providing demographic data and information about the value of their program. Then, selected students discussed their experiences in the program. Focus groups, student writings, program documents, and researcher reflection on program changes were also used to accumulate information. The study provided rich descriptive data regarding the experience of students, but these data were limited in that they could not be generalized to other programs—the data identified specific student perspectives on the value of selected administrator-preparation programs but were limited by the students' uniqueness. Future studies should explore the appropriate balance between theoretical issues of school leadership and the practical learning necessary for success as a school leader. (Contains 46 references.) (RJM)

ED 440 459   EA 030 374
Michel, George J.
Are Educational Policies and School Reforms Improving Schools in South Carolina?
Pub Date—1999-12-00
Note—16p.
Pub Type— Reports - Research (143)
EDRS Price – MF01/PC01 Plus Postage.
Descriptors—*Academic Achievement, *Comparative Analysis, Correlation, *Educational Change, Educational Finance, Elementary Secondary Education, *School District Spending, *School District Wealth, School Effectiveness
Identifiers—*South Carolina
This report examines the relationship among school expenditures, educational reforms, and school achievement in South Carolina. It discusses the social factors affecting school-district wealth, such as population, income, and the number of single parents, and compares these factors to school districts' expenditures on education. Data for the study were collected prior to 1992 by the South Carolina Department of Education. The data

included self-reports and surveys and were drawn from 91 school districts in the state. Three comparisons were made between expense per pupil and (1) average teacher's salary; (2) wealth per pupil; and (3) average reforms per school. Findings show that neither the correlation between average teacher salary and expense per pupil nor the correlation between expense per pupil and average reforms per school were statistically significant. However, the correlation between wealth per pupil and expense per pupil was significant. The independent factor of school expenditures and two dependent factors of fourth-grade achievement showed significant negative relationships. Higher expenditures per pupil and school reforms were not likely to increase student achievement. The article concludes that more research on cooperative learning and the expenditures of high- and low-achieving school districts is needed. (Contains 14 references.) (RJM)

ED 440 460   EA 030 375
Cox, Hilda S. Biance, Michael C. Herrington, Carolyn D.
Escaping from the Service Delivery Model in Educational Leadership Preparation: Focusing Instruction on Performance.
Pub Date—1999-10-00
Note—57p.; Paper presented at the Annual Meeting of the University Council for Educational Administration (Minneapolis, MN, October 28-31, 1999). Some pages may not reproduce well.
Pub Type— Reports - Descriptive (141) — Speeches/Meeting Papers (150)
EDRS Price – MF01/PC03 Plus Postage.
Descriptors—*Administrator Education, *Competency Based Education, *Educational Change, Higher Education, Leadership Training, Masters Programs, Performance Based Assessment, *Principals, *Professional Education, State Universities
Identifiers—Florida, *Florida State University
This paper describes the development of the program in Educational Leadership/Administration at Florida State University (FSU). It outlines the importance of leadership skills for aspiring administrators and emphasizes the belief that the knowledge, skills, and attitudes required for leadership in today's schools formally begin upon entry into a master's degree program and extends through programs of study, district-level training, on-the-job experiences, and advanced-degree programs. The program at FSU is a competency-based program that involves six major facets, such as the alignment of curriculum to ensure coverage of essential skills, knowledge, attitudes, and abilities; the opportunity for continual learning experiences; and the implementation of a portfolio. The article describes the preparation in reforming the leadership program and how the program goals were cross-referenced to the competencies of the Florida Educational Leadership Examination and the Florida Principal Competencies. It outlines a model that was followed in revising the program and gives details on the alignment of the curriculum, the master's degree program, performance portfolios, competency-based assessment, and various components of a leadership-development plan. An appendix lists the alignment of course indicators, Florida Educational Leadership Competencies, Florida Principal Competencies, and field experiences. (RJM)

ED 440 461   EA 030 376
Shepard, I. Sue
Level of Aspiration, Mobility, and Persistence: Factors Impacting the Number of Women in Educational Administration.
Pub Date—1999-10-00
Note—38p.; Paper presented at the Annual Meeting of Women in Educational Leadership (Lincoln, NE, October 25, 1999).
Pub Type— Reports - Research (143) — Speeches/Meeting Papers (150)
EDRS Price – MF01/PC02 Plus Postage.
Descriptors—*Administrator Education, *Educational Administration, Educational Environment, *Females, *Goal Orientation, Higher

Education, Professional Isolation, Sex Differences, Women Administrators
Identifiers—Southeast Missouri State University
This paper examines the ways in which intent, persistence, mobility, aspirations, and attitudes influence the number of women in educational administration. To explore these issues, two surveys were conducted. The first survey was distributed to students taking classes at either the specialist or master's degree level at a state university. A second survey was conducted of alumni who had received a degree in educational administration from the same school. The results indicate that the percentage of women (54 percent) enrolled in graduate-level programs was greater than the percentage of men. Overall, levels of aspiration, mobility, and persistence continued to affect the number of women in various levels of educational administration. Although all those surveyed listed the objective to obtain certification with the intent to enter educational administration as their most important goal, other, gender-specific reasons were influential. For the men in the master's program, obtaining certification with the intent of going into administration and moving across the salary scale were first and second in importance, whereas the women ranked convenient location and moving across the salary scale as their top two influences. As regards aspiration, 55 percent of the men, compared to 25 percent of the women, indicated that the superintendency was their ultimate career goal. (Contains 12 references.) (RJM)

ED 440 462   EA 030 377
Ladewig, Howard Rohs, F. Richard
Southern Extension Leadership Development: Leadership Development through a Virtual Organization.
Pub Date—1999-07-00
Note—8p.; Paper presented at the Annual Meeting of the Association of Leadership Educators (San Diego, CA, July 10, 1999).
Pub Type— Reports - Descriptive (141) — Speeches/Meeting Papers (150)
EDRS Price – MF01/PC01 Plus Postage.
Descriptors—Educational Administration, Elementary Secondary Education, *Instructional Leadership, *Leadership Qualities, *Leadership Training, *Personnel Evaluation, Program Descriptions
This paper describes the formation of the Southern Extension Leadership Development (SELD) program. The program was developed in response to the growing need for understanding and coping with the many changes currently and potentially affecting Cooperative Extension Systems (CES). Two of the biggest changes affecting CES are the changing nature of work and authority relationships and the emergence of the information-technology era. The SELD program is a virtual organization, founded on the principles of collective leadership, that began informally and was based on the level of participation in the program by the directors and administrators of CES in the Southern Region. The centerpiece of SELD is the Managerial Assessment of Proficiency (MAP), a video-driven, competency-based, computer-scored simulation that assesses a participant's proficiency in 12 competencies, 2 leadership styles, and 8 values/drives. Since 1994, over 900 participants from CES, the land-grant university system of the southern region of the U.S., and elsewhere have gone through SELD. The paper describes the MAP program and offers a managerial assessment of those who have participated in SELD. Assessments show that managers' strengths are typically in planning and scheduling work and in identifying and solving problems, whereas weaknesses include thinking clearly and analytically. (RJM)

ED 440 463   EA 030 378
Caldwell, Brian J.
Scenarios for Leadership and Abandonment in the Transformation of Schools.
Pub Date—2000-01-08
Note—22p.; Paper presented at the Annual International Congress for School Effectiveness and Improvement (13th, Hong Kong, January 8,

2000).

Pub Type— Opinion Papers (120) — Speeches/ Meeting Papers (150)

EDRS Price – MF01/PC01 Plus Postage.

Descriptors—*Curriculum Development, *Educational Change, *Educational Environment, Educational Philosophy, Elementary Secondary Education, Government School Relationship, *Instructional Leadership, Long Range Planning, Prediction

This paper presents three scenarios for the future of schools. In all three cases, it is the year 2020 and schools have continued along a trajectory established in the year 2000. In 2020, students have either deserted the public schools, public schools have improved, or there is no longer an institution called a "school." The article examines the ways in which decisions made by policymakers in the first five years of the century will determine which of the scenarios will prevail. Each scenario is tested against a view of "world class schools" that calls for an optimal balance of enduring values in the classical formulation of liberty, equality, and fraternity— the realization of which is dependent on two contemporary values of efficiency and economic growth. The paper discusses numerous key issues: public policy; complexity in teachers' work; technology and the growing divide among schools; the funding of public education; the impact of social transformation; the core values underpinning a global consensus on expectations for schools; leadership in transformation; innovation in curriculum, pedagogy, design, professionalism, funding, leadership, and governance; and management. It states that leadership and curriculum require some abandonment of historical practices if there is to be a true transformation of schools. (Contains 59 references.)(RJM)

ED 440 464   EA 030 379

Marshak, John J.

Inter-State and Intra-State Disparities in Districts' Per-Pupil Revenues for Public School Education: A Summary of Some of the Results of a Recent U.S. Department of Education Publication.

Pub Date—1999-09-00

Note—16p.; Paper presented at the Annual Meeting of the Society of History and Philosophy of Education (Norman, OK, September 23-25, 1999).

Pub Type— Opinion Papers (120) — Speeches/ Meeting Papers (150)

EDRS Price – MF01/PC01 Plus Postage.

Descriptors—*Comparative Analysis, Educational Change, *Educational Equity (Finance), Elementary Secondary Education, *Financial Needs, Government School Relationship, National Surveys, *School District Spending, State Legislation, Tables (Data)

This paper summarizes the National Center for Education Statistics' (NCES) report, "Inequalities in Public School District Revenues." It focuses on: (1) the total dollar amounts of school-district revenues (federal, state, and local); (2) variations in total revenues available to local school districts within a state expressed in the 5th, 25th, 50th, 75th, and 95th percentiles; and (3) the equity of distribution among the various states. Most of the data used in the NCES report date from the early 1990s. After brief descriptions of inter-state disparities, intra-state disparities, and equity in per-pupil-funding within a state, the paper states that the dollars available for education are neither equally not equitably distributed to school districts. Except for the equity enforced by the U.S. Congress through the supplemental funding it provides, states have pursued their own course in the allocation of funds for local schools. However, states typically have an "equal protect" clause in their state constitutions, and it has been this tenet that has led school districts or coalitions of districts to sue state legislatures for a more equitable share of the monies; the responsibility for equity rests with these legislatures. An appendix summarizes the data. (RJM)

ED 440 465   EA 030 380

Schleisman, Jane

An In-Depth Investigation of One School District's Responses to an Externally-Mandated, High-Stakes Testing Program in Minnesota.

Pub Date—1999-10-29

Note—24p.; Paper presented at the Annual Meeting of the University Council for Educational Administration (Minneapolis, MN, October 28-31, 1999).

Pub Type— Reports - Research (143) — Speeches/ Meeting Papers (150)

EDRS Price – MF01/PC01 Plus Postage.

Descriptors—Accountability, Educational Change, Elementary Secondary Education, Evaluation Needs, *Evaluation Utilization, *High Stakes Tests, Program Descriptions, *Standardized Tests, State Action, *State Programs, *Test Use

Identifiers—*Minnesota Basic Standards Tests

This report explores changes in school policies and practices resulting from an externally mandated, high-stakes testing program. It is based on a study that investigated one Minnesota school district's transformation following the passage of a 1993 law mandating a results-oriented graduation rule. The paper outlines the role of testing programs and the accountability function of externally mandated, high-stakes testing. It states that the reliance on accountability stems in part from the belief that high-stakes testing is necessary to stimulate teachers, students, and administrators. The text details the background of assessment-based educational accountability systems and lists some common features of assessment-based educational accountability theories of action. It reports a study where stakeholders were interviewed using an openended, semi-structured protocol. The questions focused on interviewees' perception of how the district or schools had changed since the introduction of the Minnesota Basic Standards Test (MBST), the current and/or future responses made as a result of the MBST, and needs at the building and/or district level. Results show that educators felt that a positive aspect of the testing policy was that it highlighted the needs of some students who otherwise may have slipped through the cracks. Five tables provide synopses of schools' responses to MBST. (RJM)

ED 440 466   EA 030 381

Ovando, Martha N. Grosch, Malinda A.

Superintendent Leadership for Accountability in a Site-Based Decision Making Context: A Balancing Act.

Pub Date—1999-10-29

Note—40p.; Paper presented at the Annual Meeting of the University Council for Educational Administration (Minneapolis, MN, October 28-31, 1999).

Pub Type— Reports - Research (143) — Speeches/ Meeting Papers (150)

EDRS Price – MF01/PC02 Plus Postage.

Descriptors—Accountability, *Administrator Attitudes, Educational Administration, Elementary Secondary Education, Instructional Leadership, *School Administration, *School Based Management, School Restructuring, School Supervision, *Superintendents

Identifiers—*Texas

This report examines the balance that exists between school-based management mandates and the superintendent's ultimate responsibility for student performance in Texas. It claims that the literature on school-based management stipulates that states must transfer authority, responsibility, and accountability from the central office to the school level. This assumption has implications for the role of the superintendent, central office, staff, principals, and teachers. To examine this transfer, a school district in Texas with a student population of over 10,000 students, with a reputation for having adopted a decentralized approach to school management, and where the superintendent has been in office for over 3 years, was chosen for study. Analysis reveals that balancing school-based management with ultimate school-district responsibility was a complicated issue. In the case study, the

superintendent was able to manage and balance the devolvement of authority, responsibility, and accountability to the campus level while still maintaining ultimate responsibility, demonstrating that what supported this balancing act was the superintendent's clearly articulated vision that permeated the organization, an organizational structure that he helped develop to support school-based management. The superintendent displayed an unusual amount of trust for members of the organization, trust that was reciprocated. (Contains 55 references.)(RJM)

ED 440 467   EA 030 383

Kober, Nancy Rentner, Diane Stark

Do You Know...The Good News about American Education?

American Youth Policy Forum, Washington, DC.; Center on Education Policy, Washington, DC.

Pub Date—2000-00-00

Note—36p.

Pub Type— Information Analyses (070) — Numerical/Quantitative Data (110) — Reports - Evaluative (142)

EDRS Price – MF01/PC02 Plus Postage.

Descriptors—*Educational Improvement, *Educational Trends, Elementary Secondary Education, *Futures (of Society), Public Education, Statistical Data

Identifiers—*National Center for Education Statistics

There have been major improvements in public education since the early 1980s, when the nation started focusing seriously on school reform, and informed citizens need to be aware of these positive trends. This booklet highlights important improvements in public education over the past 15-20 years, along with positive data about the state of public education. The report updates and expands on the monthly one-page briefs issued by the Center on Education Policy in 1998 and 1999. The only findings included are those supported by objective national data banks, such as the National Center for Education Statistics. By publishing these facts, the report hopes to dispel some widely held misconceptions about public schools and give citizens solid evidence to inform their opinions, policy decisions, and future actions. Due to lack of space, the publication does not include many positive aspects, yet their absence does not indicate they are negative. However, other areas, such as reading achievement, have not been included because the trends are mixed or vary by age groups. A brief discussion of "The Work Ahead" notes some of the various actions that states, school districts, and citizens can take to build on the progress already made. (DFR)

ED 440 468   EA 030 384

Lashway, Larry

Preparing School Leaders.

National Association of Elementary School Principals, Alexandria, VA.; ERIC Clearinghouse on Educational Management, Eugene, OR.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—1999-00-00

Contract—OERI-RR-93002006

Note—5p.

Available from—National Association of Elementary School Principals, 1615 Duke Street, Alexandria, VA 22314-3483 ($2.50 prepaid; quantity discounts).

Journal Cit—Research Roundup; v15 n5 Spr 1999

Pub Type— Collected Works - Serials (022) — ERIC Publications (071)

EDRS Price – MF01/PC01 Plus Postage.

Descriptors—*Educational Change, Elementary Secondary Education, Incidental Learning, *Instructional Leadership, *Leadership Training, Performance Based Assessment, *Principals, Problem Solving

This issue reviews five publications that provide a sampling of current perspectives on the preparation of school leaders. Joseph Murphy's "Preparation for the School Principalship: The United States' Story" traces the history of leadership preparation programs in the United States from the 19th century to the present. David L. Clark's "Searching

for Authentic Leadership in University Graduate Programs and with Public School Colleagues" outlines the current shortcomings of preparation programs and sketches some recommendations for reform. Willis and Carol Furtwengler's "Performance Assessment in the Preparation of Education Administrators: A Journey" describes a performance assessment system for the development of school leaders. Philip Hallinger's "Problem-Based Learning: Resources for Urban School Leadership Training" provides a resource manual for the use of problem-based learning in leadership training. Arthur Danzig's "Leadership Stories: What Novices Learn by Crafting the Stories of Experienced Administrators" explores the value of practitioners' stories in learning to lead. (DFR)

ED 440 469   EA 030 385
Lashway, Larry
Accountability.
National Association of Elementary School Principals, Alexandria, VA.; ERIC Clearinghouse on Educational Management, Eugene, OR.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—1999-00-00
Contract—ED-99-CO-0011
Note—5p.
Available from—National Association of Elementary School Principals, 1615 Duke Street, Alexandria, VA 22314-3483 ($2.50 prepaid; quantity discounts).
Journal Cit—Research Roundup; v16 n1 Fall 1999
Pub Type— Collected Works - Serials (022) — ERIC Publications (071)
EDRS Price – MF01/PC01 Plus Postage.
Descriptors—*Accountability, Elementary Secondary Education, Evaluation Criteria, *Improvement Programs, *Principals, *School Effectiveness
This issue reviews publications that provide a starting point for principals looking for a way through the accountability maze. Each publication views accountability differently, but collectively these readings argue that even in an era of state-mandated assessment, principals can pursue proactive strategies that serve students' needs. James A. Watts, Gale F. Gaines, and Joseph D. Creech's "Getting Results: A Fresh Look at School Accountability" describes the nature of comprehensive accountability systems. Charles Abelmann and Richard Elmore's "When Accountability Knocks, Will Anyone Answer?" shows that schools have internal accountability systems that influence the success of externally imposed standards. Karen Levesque, Denise Bradby, Kristi Rossi, and Peter Teitelbaum's "At Your Fingertips: Using Everyday Data to Improve Schools" provides school leaders with a guide to using school data to help chart the improvement process. Mack McCary, Joe Peel, and Wendy McColskey's "Using Accountability as a Lever for Changing the Culture of Schools: Examining District Strategies" describes the efforts of one district to develop a "culture of accountability" throughout the system. Robin J. Lake, Paul T. Hill, Lauren O'Toole, and Mary Beth Celio's "Making Standards Work: Active Voices, Focused Learning" examines the strategies used by Washington State schools to respond to state assessments. (DFR)

ED 440 470   EA 030 386
Hertling, Elizabeth
Comprehensive School Reform.
National Association of Elementary School Principals, Alexandria, VA.; ERIC Clearinghouse on Educational Management, Eugene, OR.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—2000-00-00
Contract—ED-99-CO-0011
Note—5p.
Available from—National Association of Elementary School Principals, 1615 Duke Street, Alexandria, VA 22314-3483 ($2.50 prepaid; quantity discounts).
Journal Cit—Research Roundup; v16 n2 Win

1999-2000
Pub Type— Collected Works - Serials (022) — ERIC Publications (071)
EDRS Price – MF01/PC01 Plus Postage.
Descriptors—*Administrator Role, *Educational Assessment, *Educational Change, *Educational Improvement, *Educational Innovation, Elementary Secondary Education, Excellence in Education, Outcomes of Education
Identifiers—*Comprehensive School Reform Demonstration Program, New American Schools
This issue reviews publications that provide school leaders with guidance in determining how to choose and implement the schoolwide program that is best for their school. American Institutes for Research's "An Educator's Guide to Schoolwide Reform" provides educators with comprehensive profiles and evaluations of 24 of the leading schoolwide programs. Educational Research Service's "Comprehensive Models for School Improvement: Finding the Right Match and Making It Work" offers a valuable resource manual that explains the hows and whys of comprehensive school reform. Thomas K. Glennan's "New American Schools After Six Years" chronicles the successes and failures of the New American Schools after 6 years of implementing schoolwide reform. Policy Study Associates' "Implementing Schoolwide Programs: Volume I, An Idea Book on Planning" outlines the planning process for administrators considering implementing whole-school reform. Eugene C. Schaffer's "Impediments to Reform: An Analysis of Destabilizing Issues in Ten Promising Programs" explores the top 10 impediments to any successful reform effort. (DFR)

ED 440 471   EA 030 387
Renchler, Ron
Grade Span.
National Association of Elementary School Principals, Alexandria, VA.; ERIC Clearinghouse on Educational Management, Eugene, OR.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—2000-00-00
Contract—ED-99-CO-0011
Note—5p.
Available from—National Association of Elementary School Principals, 1615 Duke Street, Alexandria, VA 22314-3483 ($2.50 prepaid; quantity discounts).
Journal Cit—Research Roundup; v16 n3 Spr 2000
Pub Type— Collected Works - Serials (022) — ERIC Publications (071)
EDRS Price – MF01/PC01 Plus Postage.
Descriptors—*Academic Achievement, Dropout Rate, Elementary Secondary Education, *Instructional Program Divisions
Identifiers—*Connecticut Mastery Testing Program, ERIC, *Grade Span Configuration
This issue reviews grade span, or grade configuration. Catherine Paglin and Jennifer Fager's "Grade Configuration: Who Goes Where?" provides an overview of issues and concerns related to grade spans and supplies profiles of eight Northwest schools with varying grade spans. David F. Wihry, Theodore Coladarci, and Curtis Meadow's "Grade Span and Eighth-Grade Academic Achievement: Evidence from a Predominantly Rural State" reports on the influence of grade span on the academic achievement of eight-grade students in Maine. David L. Hough's "The Elemiddle School: A Model for Middle Grades Reform" surveys the history of grade configuration and cites research indicating that "elemiddle" schools (schools with both elementary and middle-school grades) may be most appropriate for meeting educational and social needs. Charlene G. Tucker and Gilbert N. Andrada's "Accountability Works: Analysis of Performance by Grade Span of School" presents results from a study measuring sixth-grade students' academic performance on the "Connecticut Mastery Test" in relation to student enrollment in schools having K-5 or K-6 configurations. John W. Alspaugh's "The Interaction Effect of Transition Grade to High School with Gender and Grade Level upon Dropout Rates" looks at the influence of grade span and

related factors on dropout rates in high school. (DFR)

ED 440 472   EA 030 390
Puma, Michael J. Drury, Darrel W.
Exploring New Directions: Title I in the Year 2000.
National School Boards Association, Alexandria, VA.
Report No.—ISBN-0-88364-231-X
Pub Date—2000-00-00
Note—72p.
Pub Type— Reports - Evaluative (142)
EDRS Price – MF01/PC03 Plus Postage.
Descriptors—Boards of Education, *Economically Disadvantaged, *Educational Attainment, *Educational Change, Educational Objectives, *Educationally Disadvantaged, Elementary Secondary Education, *Federal Legislation, Legislators, *Program Evaluation, Public Schools, Teacher Student Ratio
Identifiers—*Elementary Secondary Education Act Title I, National School Boards Association
This report takes stock of the present Title I program, identifies the most promising approaches to educating the nation's disadvantaged children, and offers guidance to policymakers seeking to improve Title I's effectiveness. The report draws upon hundreds of studies, evaluations, and other documents, and details the evolution of the Title I program over the past 35 years, placing its successes and failures in historical perspective. This report provides a renewed vision for the future of Title I, offering a set of concrete recommendations to guide lawmakers as they begin work upon the program's reauthorization. The report also raises a series of questions to encourage responsible dialog at the local level aimed at improving program effectiveness. An important function of local school boards is to focus attention on student achievement and to address the educational needs of disadvantaged children. Following the introduction, the report is divided into two parts. Part I provides a historical overview of Title I, assesses the program's overall impact on raising achievement of America's disadvantaged children and, then, seeks to determine those aspects of the program that would likely beenefit from modification. On the basis of this discussion, Part II presents NSBA's recommendations for amending the current program and raises several key questions that can serve as a basis for dialogue in communities across America. Contains approximately 180 references. (DFR)

ED 440 473   EA 030 392
Kelley, Carolyn Odden, Allan Milanowski, Anthony Heneman, Herbert, III
The Motivational Effects of School-Based Performance Awards. CPRE Policy Briefs.
Consortium for Policy Research in Education, Philadelphia, PA.
Spons Agency—National Inst. on Educational Governance, Finance, Policymaking, and Management (ED/OERI), Washington, DC.; Pew Charitable Trusts, Philadelphia, PA.
Report No. —RB-29-February-2000
Pub Date—2000-02-00
Contract—OERI-R308A-60003, 97001184000
Note—13p.
Available from—CPRE Publications, 3440 Market St., Suite 560, Philadelphia PA 19104-3325, Tel: 215-573-0700.
Pub Type— Reports - Evaluative (142)
EDRS Price – MF01/PC01 Plus Postage.
Descriptors—*Academic Achievement, Behavioral Objectives, Educational Change, Elementary Secondary Education, *Incentives, *Merit Pay, Motivation Techniques, *Performance Based Assessment, *Professional Recognition, Public Schools, Teacher Attitudes, Teacher Morale
Identifiers—Charlotte Mecklenburg Public Schools NC, Kentucky, Maryland
From 1995-98, The Consortium for Policy Research in Education (CPRE) teacher compensation researchers conducted interviews and survey questionnaires of teachers and principals in three sites to measure the motivational effects of school-

based performance award (SBPA) programs. When a school met preset educational objectives, the SBPA programs in Charlotte-Mecklenburg (North Carolina) and Kentucky provided salary bonuses to all the teachers in the school, and the SBPA program in Maryland provided a monetary award to the school for school improvements. CPRE researchers found that the SBPA programs in two of the three sites helped teachers focus on student performance goals. However, the motivational power of the programs varied due to differences in teachers' beliefs. For instance, it mattered whether teachers believed their individual effort would lead to increases in schoolwide student performance, the SBPA system was fair and the award amount was worth the extra effort and stress, and whether they would be given the award if they could produce the improved performance results. The relationship between teachers, motivated by school-based performance awards or sanctions and improvements in school performance, also varied and may have been attributable to differences in the actual programs as well as the local context. Contains 23 references. (DFR)

ED 440 474   EA 030 393

Garber, Michael P. Heet, Justin A. Styring, William III

Indiana Education: On Shaky Ground.

Hudson Inst., Indianapolis, IN.

Pub Date—1999-00-00

Note—36p.

Pub Type— Reports - Evaluative (142)

EDRS Price – MF01/PC02 Plus Postage.

Descriptors—*Academic Achievement, Elementary Secondary Education, *Expenditure per Student, *Family Financial Resources, Grade 10, Grade 3, Grade 6, Grade 8, Grades (Scholastic), Public Schools, Teacher Salaries, *Test Score Decline, *Zoning

Identifiers—Advanced Placement Examinations (CEEB), American College Testing Program, *Indiana, *Indiana Statewide Testing for Educ Progress Plus, Scholastic Assessment Tests

Extensive testing data from federal, state, and private sources indicate that Indiana students underperform their peers in most other states. Contrary to conventional wisdom, the shortcomings of Indiana students relative to students elsewhere are most severe among students from middle- and upper-income families. Forty percent of 3rd-graders, 52 percent of 6th graders, 44 percent of 8th graders, and 43 percent of 10th graders failed to demonstrate mastery of the Indiana Statewide Testing for Education Progress in 1999. Fifteen states and the District of Columbia have a higher percentage of students who take the SAT, yet only five states score lower than Indiana. The data are similar for the ACT. Thirty states have a higher percentage of students who take the test, but only 13 of them have lower average scores. Indiana ranks 49th in the nation on the Advanced Placement exams. The report concludes Indiana's artificial school-district boundaries have a negative impact on education decisions and perceptions in the state. The study examines the wide range of "inputs" to determine whether external factors explain the poor performance of many students. The report finds no single external factor—class size, level of teacher salary or experience, geographic location, etc.—that adequately explains school and student performance variations. The problems are inside the state's current public education system. Contains 33 references. (DFR)

ED 440 475   EA 030 399

Glass, Thomas E. Bjork, Lars Brunner, C. Cryss

The Study of the American School Superintendency, 2000. A Look at the Superintendent of Education in the New Millennium.

American Association of School Administrators, Arlington, VA.

Report No.—ISBN-0-87652-245-2

Pub Date—2000-00-00

Note—189p.

Available from—American Association of School Administrators, 1801 N. Moore Street, Arlington, VA 22209 (document stock number 236-021). Tel: 888-782-2272 (Toll Free); Web site:

http://www.aasa.org/store.

Pub Type— Numerical/Quantitative Data (110) — Reports - Research (143)

EDRS Price – MF01/PC08 Plus Postage.

Descriptors—*Boards of Education, *Community Influence, Elementary Secondary Education, Ethnic Distribution, *Job Satisfaction, National Surveys, *Occupational Information, Public Schools, Salaries, *Superintendents, Supervisory Training, Tables (Data), Women Administrators

The 2000 American Association of School Administrators Ten-Year Study of the American School Superintendent cites reports from superintendents that the superintendency is a very viable and rewarding career in public service. Despite this, they do indicate that a number of problems and troubling challenges exist; however, not so many as to seriously impair the educational process in their districts. The 2000 study results do not dramatically differ from those of the 1982 and 1992 studies. Both of these studies contain many questions comparable to those found in the present study. These parallels have allowed the authors to analyze the 2000 data with a historical perspective. The 2000 sample is the largest of any of the Ten-Year studies, containing responses from 2,262 superintendents. Of those reporting their gender, 1,953 were male and 297 were female, with 114 respondents identifying themselves as minorities. This report supplies information in the following subcategories: school board relationships, career patterns, superintendent tenure, stress in the superintendency, important problems facing superintendents and boards, satisfaction with the superintendency, community pressure/special interest groups, who influences the board, expectations of the superintendent by the board, communication with board members, female superintendents, minority superintendents, professional preparation, and superintendent salaries. Contains approximately 100 references. (DFR)

ED 440 476   EA 030 400

Report on High School Completion Rates, 1996-97.

Texas Education Agency, Austin. Office of Policy Planning and Research.

Report No. —GE9-601-01

Pub Date—1999-08-00

Note—64p.; For another study on Texas completion rates, see ED 424 665.

Available from—Texas Education Agency, Publications Distribution, P.O. Box 13817, Austin, TX 78711-3817 ($5.50).

Pub Type— Numerical/Quantitative Data (110) — Reports - Research (143)

EDRS Price – MF01/PC03 Plus Postage.

Descriptors—Academic Achievement, *Age Grade Placement, Black Education, Cohort Analysis, Degree Requirements, *Economically Disadvantaged, *Enrollment Trends, *Graduation, High Schools, Hispanic American Students, *Racial Differences, Tables (Data)

Identifiers—*Texas, *Texas Education Agency

A study examined enrollment patterns in the Texas public school system for four cohorts of students from 1993-94 to 1996-97. The 1996-97 cohort, for example, which began with students enrolled in the 9th grade for the first time in 1993-94, was followed for 4 years through expected graduation in 1996-97. The 1993-94 cohort included first-time 9th graders in 1990-91, expected to graduate in 1993-94. In 1996-97, 203,567 students from a cohort of 224,425 completed or were still completing high school in the Texas public school system—a 5 percent increase from the completion rate for 1993-94. Completion rates vary greatly by student characteristics: in the class of 1997, students who were on-grade for their age had a much greater chance of completing high school than students who were either overage for grade when they first entered the cohort or retained sometime during high school. White students were more likely to complete high school than Hispanic or African-American students. Economically disadvantaged students had markedly lower completion rates than noneconomically disadvantaged students. Three appendixes contain a synopsis of student progress through high school over a 4-year period for the

class of 1996-97; a summary of completion rates by district characteristics, 1994-97; and annual district completion rates for the class of 1996-97. Contains 15 references. (DFR)

EC

ED 440 477   EC 307 758

Ownby, Lisa L. Hooke, Amanda C. Moore, Dee Wylie Garland, Corinne W. Frank, Adrienne

Partners Plus: Families and Caregivers in Partnerships. A Family-Centered Guide to Respite Care. Trainer's Workshop Manual [and] Community Planning Manual [and] A Family Manual [and] Caregiver Manual.

Child Development Resources, Norge, VA.

Spons Agency—Joseph P. Kennedy, Jr. Foundation, Washington, DC.; Special Education Programs (ED/OSERS), Washington, DC. Early Education Program for Children with Disabilities.

Pub Date—1999-00-00

Contract—H024B40032

Note—1060p.; For a related Partner Plus document, see EC 307 757.

Available from—Child Development Resources, P.O. Box 280, Norge, VA 23127-0280; Tel: 757-566-3300; Fax: 757-566-8977; e-mail: ppcdr@tni.net.

Pub Type— Guides - Non-Classroom (055)

EDRS Price – MF08/PC43 Plus Postage.

Descriptors—*Child Caregivers, Child Rearing, *Community Programs, *Disabilities, Models, Parent Education, Parent Role, Program Development, Program Implementation, *Respite Care, Training, Workshops

Four manuals on implementing the Partners Respite Model, which provides respite care for children with disabilities or chronic illnesses, comprise this document. The Community Planning Manual offers a step-by-step guide to replication of the Partners Respite Model and is divided into sections on developing the Partners program, implementing the Partners program, measuring program success, and offering resources. The Trainer's Workshop Manual is intended to be used for a 6-hour group training in implementing the model's 5 steps: (1) recruit families and caregivers; (2) conduct partners workshop; (3) help families choose caregivers; (4) guide families as they train their own caregivers; and (5) provide continuing support. The Family Manual guides families in choosing and training their own respite caregivers by using their children's daily routines to develop training plans. It also provides worksheets, resources, and forms. Finally, the Caregiver Manual offers basic information on caring for young children with disabilities and supporting families. It includes information about respite, communication, building partnerships, disabilities awareness, child development, children with special needs, and personalized training with families. (DB)

ED 440 478   EC 307 759

Baker, Betty C.

Department of Education Secondary and Transition Training Programs: A Catalog of Projects. Fiscal Years 1984, 1985, 1986, 1987-1988.

Office of Special Education and Rehabilitative Services (ED), Washington, DC. Div. of Personnel Preparation.

Pub Date—1988-00-00

Note—363p.

Pub Type— Reference Materials - Directories/Catalogs (132)

EDRS Price – MF01/PC15 Plus Postage.

Descriptors—*Disabilities, *Education Work Relationship, Federal Aid, *Grants, Program Descriptions, Secondary Education, *Transitional Programs

Identifiers—*Office of Special Educ Rehabilitative Services

This document is comprised of catalogs of projects concerned with the transition from school to work of students with disabilities and sponsored

by the Department of Education's Division of Personnel Preparation of the Office of Special Education and Rehabilitative Services for the years 1984-1988. Each project description typically contains information on the following: grantee, project director, telephone number, grant number and period, grant amount, grant title, an overview of the project (goal, objectives, content, methodology, expected outcomes, and evaluation plan). In some catalogs, projects are organized by the grant competition or by Department of Education priority areas. Some catalogs also include summary charts showing projects by state and topic and summary narratives discussing the year's priorities and characteristics of grant applications. (DB)

ED 440 479 EC 307 760
Baker, Betty
Transition Personnel Preparation Projects, 1992.
Office of Special Education and Rehabilitative Services (ED), Washington, DC. Div. of Personnel Preparation.
Pub Date—1993-08-30
Note—61p.
Pub Type— Reference Materials - General (130)
EDRS Price – MF01/PC03 Plus Postage.
Descriptors—Delivery Systems, *Disabilities, *Education Work Relationship, Federal Aid, *Grants, Program Descriptions, Secondary Education, Training, *Transitional Programs
Identifiers—*Office of Special Educ Rehabilitative Services
This document is a catalog of approximately 50 projects concerned with the transition from school to work of students with disabilities and sponsored by the Division of Personnel Preparation (DPP) of the Department of Education's Office of Special Education and Rehabilitative Services for the fiscal year 1992. The introduction notes that these transition training programs vary widely in terms of the roles that personnel is being prepared for, whether a specific disability is targeted, level of training program, special population to be recruited or served, and the service delivery model. A chart tracks numbers of new transition training grants by year (since 1984) and by DPP competition. Another chart lists grant recipients and projects by state and institution. Each project abstract typically contains information on the following: grantee, project director, telephone number, grant number and period, grant amount, grant title, and overview of the project (goal, objectives, content, methodology, expected outcomes, and evaluation plan). (DB)

ED 440 480 EC 307 761
Liaupsin, Carl J. Scott, Terry M. Nelson, C. Michael
Functional Behavioral Assessment: An Interactive Training Module. User's Manual & Facilitator's Guide. Second Edition.
Sopris West, Inc., Longmont, CO.
Report No.—ISBN-1-57035-274-7
Pub Date—2000-00-00
Note—113p.; Accompanying CD-ROM not available from ERIC.
Available from—Sopris West, 4093 Specialty Place, Longmont, CO 80504 ($79). Tel: 303-651-2829; Web site: http://www.sopriswest.com.
Pub Type— Guides - Classroom - Learner (051) — Guides - Classroom - Teacher (052)
EDRS Price – MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—Behavior Problems, Case Studies, *Disabilities, Educational Legislation, Educational Media, Elementary Secondary Education, Federal Legislation, Independent Study, *Inservice Teacher Education, *Instructional Materials, *Staff Development, Student Evaluation, Workshops
Identifiers—*Functional Behavioral Assessment, *Individuals with Disabilities Educ Act Amend 1997
This user's manual and facilitator's guide is intended for use with an accompanying interactive CD-ROM to provide a complete training program in conducting functional behavioral assessments (FBAs) as required under the 1997 reauthorization of the Individuals with Disabilities Education Act.

Chapter 1 provides general information for users, such as system requirements, an overview of the CD, time requirements, instructional options, CD installation, and user tips. Chapter 2 presents facilitator information for group presentation, such as facilitator prerequisites, training schedule and format, presentation materials and equipment, advance organizers, and participant handouts. Chapter 3 is the facilitator's script, which is organized into the six phases of an FBA: (1) collecting historical and background data; (2) determining the target behavior; (3) making direct observations; (4) generating a hypothesis; (5) verifying the hypothesis; and (6) determining the function of the behavior. Chapter 4 provides reproducible resource materials, and chapter 5 includes reproducible case study data collection and documentation forms. The CD includes an overview, the tutorial (organized into the same six FBA steps), and sample case studies. (DB)

ED 440 481 EC 307 762
Aspinall, Art Roberts, Lynn Robinson, Ruth Tomlan, Patricia S., Ed.
Connections: A Transition Curriculum for Grades 3-6.
Colorado State Dept. of Education, Denver.; Jefferson County Public Schools, Lakewood, CO.
Pub Date—1992-00-00
Note—624p.
Pub Type— Guides - Classroom - Teacher (052)
EDRS Price – MF03/PC25 Plus Postage.
Descriptors—*Career Awareness, Career Education, Daily Living Skills, Delivery Systems, *Disabilities, *Education Work Relationship, Elementary Education, *Integrated Curriculum, Interpersonal Competence, Student Educational Objectives, Teaching Models
This curriculum guide is intended to provide students (with and without disabilities) in grades 3-6 with career awareness instruction integrated with instruction in personal and social skills, reading, writing, and mathematics. Introductory materials present the program's philosophy, including instructional goals, student performance goals, and the three phases of a career development program: career awareness, career orientation, and career exploration. Twelve career-related competencies are also specified. Different delivery models are explained, including: a Connections Club; a collaborative co-teaching model; and the small group/individualized instruction model. Additionally, benefits of the program for various groups are listed. The four units of the curriculum include: (1) "Me and My Shadows" with chapters titled "Getting To Know Me," "Coping Skills," and "Goal Setting and Time Management"; (2) "Here's How It's Done" with chapters titled "Career Awareness," "Communication," and "Exploring Community Partnerships"; (3) "Let's Get Literate" with chapters titled "Life Skills Reading," "Life Skills Writing," and "Life Skills Math"; and (4) "Teacher Tips." Each chapter includes many instructional materials suitable for reproduction as well as guidelines for teachers concerning when and how to use the materials. (DB)

ED 440 482 EC 307 763
Booth, Tony Ainscow, Mel Black-Hawkins, Kristine Vaughan, Mark Shaw, Linda
Index for Inclusion: Developing Learning and Participation in Schools.
Centre for Studies on Inclusive Education, Bristol (England).; Canterbury Christ Church Univ. Coll. (England). Centre for Educational Research.; Manchester Univ. (England). Centre for Educational Needs.
Report No.—ISBN-1-872001-82-3
Pub Date—2000-00-00
Note—112p.
Available from—CSIE, ! Redland Close, Elm Lane, Redland, Bristol BS6 6UE, United Kingdom (24.50 British pounds, including UK postage and handling). Tel: 0117-923-8450; Fax: 0117-923-8460.
Pub Type— Guides - Non-Classroom (055)
EDRS Price – MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—*Disabilities, *Educational Environment, Educational Objectives, Educational Pol-

icy, Educational Practices, Elementary Secondary Education, Foreign Countries, *Inclusive Schools, Planning, *School Policy, Social Integration, *Staff Development, Training
Identifiers—*United Kingdom
The Index is a compilation of materials to support schools in the process of inclusive school development and is organized around the three dimensions of inclusive schools: cultures, policies, and practices. Part 1 provides an introduction to the manual, discusses the Index process as an approach to inclusion of special needs students, and specifies what schools can hope to achieve by using the Index process. Part 2 explains the five phases of the Index process, which are: (1) starting the Index process; (2) finding out about the school; (3) producing an inclusive school development plan; (4) implementing the plan; and (5) reviewing the Index process. Part 3 describes the hierarchical Index system, which involves the three dimensions of inclusive schools, develops sections under each dimension, and provides indicators/questions to determine whether section goals are being achieved. Part 4 provides additional information including several questionnaires, a description of the Disability Equality in Education training for inclusion program, and suggestions for further reading. (Contains 44 references.) (DB)

ED 440 483 EC 307 764
Radtke, Jean, Ed.
Meeting Future Workforce Needs. Report from the Study Group (Twenty-Fifth Institute on Rehabilitation Issues, Washington, DC, May 1999).
Wisconsin Univ.-Stout, Menomonie. Stout Vocational Rehabilitation Inst.
Spons Agency—Rehabilitation Services Administration (DHEW), Washington, DC.
Pub Date—1999-05-00
Contract—H264B960003-98A
Note—116p.
Available from—Continuing Education Center for Community-Based Rehabilitation Programs, Stout Vocational Rehabilitation Institute, Education and Human Services Building, 5th Floor East, University of Wisconsin-Stout, Menomonie, WI 54751 ($21.95). Tel: 715-232-1380; Fax: 715-232-2251; e-mail: davisj@uw-stout.edu; Web site: http://www.cec.uw-stout.edu.
Pub Type— Guides - Non-Classroom (055)
EDRS Price – MF01/PC05 Plus Postage.
Descriptors—Adults, *Counseling Techniques, *Disabilities, Economic Factors, *Employment Patterns, Labor Market, Organizational Change, Program Administration, *Rehabilitation Counseling, Rehabilitation Programs, *Trend Analysis, *Vocational Rehabilitation, Young Adults
This document is intended to help the rehabilitation professional identify and understand current and future labor market trends and their implications for persons with disabilities. Strategies, methods, and tools are included that counselors can immediately use as they prepare persons with disabilities for the workforce. Chapter 1 examines economic forces and labor market trends, as well as current workforce issues. Employment patterns and trends for people with disabilities and opportunities available through computer technology are addressed. Chapter 2 explores new ways to think about the concept of "work" and the skills needed by consumers to compete effectively in the environment created by new and different employment opportunities. Chapter 3 reviews skills used by counselors to assist consumers and the ways in which these skills may be modified to take advantage of the employment market trends. Chapter 4 reviews resources that provide vocational rehabilitation counselors with substantial information to assist consumers in making informed career choices. Chapter 5 considers the role of leadership in establishing and maintaining a vocational rehabilitation agency that makes its primary organizational goal the employment of persons with disabilities. Appendices include labor market information divisions and job bank resource listings. (Contains 53 references.) (CR)

ED 440 484   EC 307 765

Oklahoma Statewide Systems Change Project for Inclusive Education. Final Report.

Oklahoma State Dept. of Education, Oklahoma City. Div. of Special Education.

Spons Agency—Special Education Programs (ED/OSERS), Washington, DC.

Pub Date—2000-04-00

Contract—H086J30020

Note—42p.

Pub Type— Reports - Descriptive (141)

EDRS Price – MF01/PC02 Plus Postage.

Descriptors—Change Strategies, Community Programs, Elementary Secondary Education, *Inclusive Schools, Parent Education, Parent School Relationship, *Parent Teacher Cooperation, Partnerships in Education, Professional Development, *Severe Disabilities, State Programs, *Teacher Education, Technical Assistance, Training

Identifiers—Oklahoma

This report discusses the activities and outcomes of a project designed to provide training and technical assistance to families and professionals working with children and youth with severe disabilities in developing and implementing effective educational programs in school and community environments. The project was implemented in collaboration with family support groups, advocacy agencies, state agencies, local education agencies, colleges, and universities throughout the state of Oklahoma. The project focused on systemic change through the following areas of impact: increasing the number of students with severe disabilities who were taught in age-appropriate settings with typical peers; providing training and technical assistance to facilitate staff development and school reform; providing family training and support; and utilizing collaborative efforts to plan, implement, and evaluate effective educational programs in the least restrictive environment for children and youth with severe disabilities. During the 6 years of implementation, 19 schools districts and 1 cooperative became partnership sites within the state. Within these sites, 2,711 students with severe disabilities were directly impacted by the project, 4,531 certified staff received intensive training, and 607 families attended training or parent meetings. This report also discusses the accomplishments of the projects, problems encountered and solved, and recommendations. (CR)

ED 440 485   EC 307 766

Behavioral Outcomes of Deinstitutionalization for People with Intellectual Disabilities: A Review of Studies Conducted between 1980 and 1999.

Minnesota Univ., Minneapolis. Research and Training Center on Community Living.; Minnesota Univ., Minneapolis. Inst. on Community Integration.

Spons Agency—National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.; Administration on Developmental Disabilities (DHHS), Washington, DC.

Pub Date—1999-10-00

Contract—90-DN-0028-03, H133B980047

Note—13p.

Available from—Institute on Community Integration, University of Minnesota, 109 Pattee Hall, 150 Pillsbury Dr. SE, Minneapolis, MN 55455. Tel: 612-624-4512

Journal Cit—Policy Research Brief; v10 n1 Oct 1999

Pub Type— Collected Works - Serials (022) — Reports - Research (143)

EDRS Price – MF01/PC01 Plus Postage.

Descriptors—Adults, Aggression, Behavior Disorders, *Behavior Problems, *Community Programs, Cost Effectiveness, *Deinstitutionalization (of Disabled), *Disabilities, *Group Homes, Independent Living, Life Satisfaction, *Social Integration, Well Being

This reports presents results from a review of 38 published studies that measured behavioral outcomes associated with the movement of people with mental retardation from public institutions to community residential settings. Results demonstrate strongly and consistently that people who move from institutions to community settings have experiences that help them to improve their adaptive behavior skills. In the area of challenging behavior, all of the findings of decline associated with deinstitutionalization occurred in studies published during the 1980s. The studies of challenging behavior in the 1990s consistently found improvement in both overall challenging behavior and in the specific subdomains of challenging behavior measured. Evaluations of community behavior support and crisis response systems show that they can be both effective in addressing challenging behavior and preventing institutionalization, and at the same time be cost-effective. The review also found that people who moved from institutions improved their material well-being and community integration over that of a contrast group of people who remained in institutions. Finally, a comparison of the relative cost of serving people in community versus institutional settings found that the average expenditure for state institutions is substantially greater than the average expenditure from community service recipients. (Contains 62 references.) (CR)

ED 440 486   EC 307 767

Goldberg, Marge Guy, Barbara Moses, Judith A.

Education Reform: What Does It Mean for Students with Disabilities?

National Transition Network, Minneapolis, MN.

Spons Agency—Office of Special Education and Rehabilitative Services (ED), Washington, DC.

Pub Date—1999-09-00

Contract—H158M50001

Note—8p.

Available from—National Transition Network, Institute on Community Integration (UAP), University of Minnesota, 103 U-Tech Center, 1313 Fifth St. SE, Minneapolis, MN 55414. Tel: 612-627-4008

Journal Cit—Parent Brief; Sep 1999

Pub Type— Collected Works - Serials (022) — Guides - Non-Classroom (055)

EDRS Price – MF01/PC01 Plus Postage.

Descriptors—*Academic Standards, *Disabilities, Educational Assessment, *Educational Change, Educational Innovation, Educational Legislation, Elementary Secondary Education, Evaluation Methods, Federal Legislation, Graduation Requirements, Individualized Education Programs, Outcomes of Education, *Parent Participation, *Student Evaluation

Identifiers—*Testing Accommodations (Disabilities)

This publication discusses education reform and the movement toward standards and assessments and its impact on students with disabilities. It is designed to provide parents with information about changes in assessment and graduation criteria, and assist parents in investigating the changes happening in their districts and states. Different sections address: (1) the impetus for assessing the outcomes of education; (2) how students with disabilities will participate in assessments; (3) testing accommodations; (4) who makes the assessment decisions; and (5) how assessments will affect a student's education. Suggested questions about assessment and graduation are provided that parents can ask to help them in planning their child's educational program and in participating as an Individualized Education Program team member. The publication closes with a summary of federal laws containing language addressing education reform and assessments. (CR)

ED 440 487   EC 307 773

Parrish, Thomas Chen, Gina Shaw, Heather

Special Education: Nonpublic School and Nonpublic Agency Study. Final Report.

American Institutes for Research in the Behavioral Sciences, Palo Alto, CA. Center for Special Education Finance.

Spons Agency—California State Legislative Analyst's Office, Sacramento.; California State Dept. of Education, Sacramento.; California State Dept. of Finance, Sacramento.

Pub Date—1998-09-30

Note—111p.; For another document on special education from the American Institutes for Research, see ED 434 468.

Pub Type— Reports - Evaluative (142)

EDRS Price – MF01/PC05 Plus Postage.

Descriptors—*Administrator Attitudes, *Disabilities, Due Process, *Educational Finance, *Educational Legislation, Elementary Secondary Education, Expenditure per Student, Financial Support, Interviews, Policy Formation, Private Schools, Program Costs, *Special Education, Special Schools, State Aid, *State Regulation, State School District Relationship, State Standards, Student Placement, Transitional Programs

Identifiers—*California

This legislatively mandated study is an outgrowth of California's new special education finance law that changed the basis of special education funding to a census system based on the total number of students enrolled in a school district. The study interviewed program directors, school administrators, and policy advisors on whether the state should alter the funding provisions for nonpublic school (NPS)/licensed children's institution (LCI) students. Results of the study indicate: (1) NPSs and nonpublic agency placements were considered important components of special education services, however, concerns were raised because of the high number of students using NPS and NPA services; (2) a general concern existed about the lack of state standards to guide decisions on which programs are appropriate for children with special education needs; (3) there were concerns that placing students in an NPS may be increasingly viewed as the path of least resistance; (4) there is too little emphasis on transitioning students from NPS back to public school settings; and (5) respondents believed the due process system is not working well and mediators and hearing officers lack qualifications. Policy recommendations are discussed. Appendices include data charts. (Contains 12 references.)(CR)

ED 440 488   EC 307 774

Special Education Annual Report, Fiscal Year 1998.

Vermont State Dept. of Education, Montpelier.

Pub Date—1999-07-00

Note—210p.

Pub Type— Numerical/Quantitative Data (110) — Reports - Descriptive (141)

EDRS Price – MF01/PC09 Plus Postage.

Descriptors—*Disabilities, *Educational Finance, Educational Innovation, Elementary Secondary Education, Expenditure per Student, Incidence, Policy Formation, Preschool Education, *Special Education, *State Aid, *State Regulation, State School District Relationship, Student Characteristics

Identifiers—*Vermont

This annual report focuses primarily on special education spending and services in Vermont from Fiscal Year 1990 through Fiscal Year 1998. It discusses Vermont's changes to its special education funding formula that resulted in the state providing 60 percent of special education funding to school districts. It also includes the first look at state assessment data on students in special education, discusses recent legal, policy, and fiscal changes and then considers special education issues that have been dealt with in Vermont during the last ten years. Specifically, the six sections of the report address: (1) federal and Vermont special education law and the impetus for change, the three-part reform strategy adopted by Vermont, and special education and Medicaid; (2) the special education program and fiscal review panel; (3) school district special education spending, special education funding formula K-12 costs, extraordinary costs, and preschool special education costs; (4) special education cost increases, inflation, spending differences among school districts, and pressures for increased costs from other areas; (5) special education student and staff characteristics; and (6) outcomes for special education students. Extensive appendices include charts showing number of special education students and their placements, special education cost and funding by town, and child count by disability. (CR)

ED 440 489 EC 307 775

Cline, Starr

Suggestions for Screening Entering Kindergarten Students To Assist in the Identification of Possibly Gifted Children.

Advocacy for Gifted and Talented Education in New York State, Solvay.

Pub Date—1999-00-00

Note—13p.

Available from—AGATE (Advocacy for Gifted and Talented Education in New York State), P.O. Box 289, Solvay, NY 13209. Fax: 315-468-1025; e-mail: mewool@ibm.net.

Pub Type— Guides - Non-Classroom (055)

EDRS Price – MF01/PC01 Plus Postage.

Descriptors—*Ability Identification, Child Advocacy, Elementary Education, Evaluation Criteria, Evaluation Methods, *Gifted, Kindergarten, *Kindergarten Children, Portfolio Assessment, Primary Education, *Screening Tests, *State Regulation, *Student Characteristics, Student Evaluation

Identifiers—*New York

This monograph is designed for New York parents and school personnel charged with administering the screening instruments for incoming kindergarten students to determine possible giftedness. It begins by explaining Article 65 of New York's Compulsory Education and School Census Law, Section 3208, which requires that parents be notified if their child is found to be possibly gifted through kindergarten screening. It suggests that school districts use multiple instruments and criteria to assist in this determination and urges that the following be considered as part of the identification procedure: (1) individual IQ tests should be given; (2) information from parents should be included in the screening process; (3) class lessons should be designed to elicit the demonstration of gifted characteristics; and (4) portfolios should be used to enhance the process and provide authentic assessment of ability. Appendices include sections of the education law related to the screening of students with disabilities and giftedness, the Advocacy for Gifted and Talented Education in New York State (AGATE) legislative platform, suggested modification to screening instruments, a parent inventory for incoming kindergartners, and a list of characteristics of the gifted child. (An annotated bibliography contains 12 references.) (CR)

ED 440 490 EC 307 776

ACCESS: How Best To Serve Postsecondary Students Who Are Hard of Hearing.

Rochester Inst. of Technology, NY. National Technical Inst. for the Deaf.; Self Help for Hard of Hearing People, Bethesda, MD.

Spons Agency—Office of Special Education and Rehabilitative Services (ED), Washington, DC.

Pub Date—1999-00-00

Note—125p.; Computer diskette and audiocassettes are not available from ERIC.

Available from—PEPNet Resource Center (free to educational institutions). Tel: 888-684-4695 (Toll Free); Web site: http://www.pepnet.org; Web site: http://www.netac.rit.edu/.

Pub Type— Guides - Classroom - Teacher (052) — Non-Print Media (100)

EDRS Price – MF01/PC05 Plus Postage.

Descriptors—*Academic Accommodations (Disabilities), *Classroom Communication, Classroom Techniques, Cochlear Implants, *College Students, Deafness, *Hearing Aids, *Hearing Impairments, Higher Education, *Inservice Teacher Education, Interpersonal Communication, Services

This in-service training package is designed to assist disability services staff, faculty, and staff members of postsecondary institutions in serving students with hearing impairments. It explains hearing loss and its effects on a student's education, demonstrates assistive technologies, and offers communication strategies. The package includes: (1) presenter's notes, which contain in the text representations of an accompanying packet of overhead transparencies; (2) a Microsoft PowerPoint program for use on a personal computer; (3) an audiocassette, "Sound Hearing or...Hearing What You Miss," which is accompanied by an annotated

guide; (4) questions for a student panel; (5) a list of centers that loan assistive listening devices for demonstrations; and (5) a list of Self Help for Hard of Hearing People, Inc. (SHHH) chapters. Materials are also provided for participants, including participants' handouts with spaces for an individual's personal notes as each slide is presented, a copy of an answer sheet to be used with spelling test sensitivity training, a brochure about cochlear implants, and teacher tip sheets. The following articles written by SHHH are included: "The Hearing Aid Myth," "Unreasonable...But Not Unusual," "Meeting the Needs of Hard-of-Hearing Students," "Responsive Teachers Make a Difference!," "Communication Access in the Classroom," and "Communication Access on Campus for Students Who Are Hard of Hearing." (CR)

ED 440 491 EC 307 777

Koenig, Alan J.

Development and Dissemination of a Multimedia Instructional Package for Use in Preservice and Inservice Training To Address Selection of Appropriate Literacy Media for Students with Visual Impairments. Project LMA Final Report.

Texas Tech Univ., Lubbock. Coll. of Education.

Spons Agency—Special Education Programs (ED/OSERS), Washington, DC.

Pub Date—1999-12-00

Contract—H029K50109

Note—201p.; For other documents which are part of Project LMA, see EC 307 778-779.

Pub Type— Reports - Descriptive (141) — Tests/ Questionnaires (160)

EDRS Price – MF01/PC09 Plus Postage.

Descriptors—*Braille, Elementary Secondary Education, Evaluation Methods, Higher Education, Inservice Teacher Education, Large Type Materials, *Literacy, *Needs Assessment, Preservice Teacher Education, Reading Material Selection, *Student Evaluation, Student Needs, *Teacher Education Programs, *Visual Impairments

This report discusses the outcomes of a project that addressed the need for comprehensive and sequential instructional materials to teach preservice and inservice teachers strategies for selecting appropriate literacy media for students with visual impairments. In this three-year project, called Project LMA (Learning Media Assessment), instructional materials were developed to provide inservice facilitators and university instructors with tools to teach the processes of learning media assessment. The instructional package includes four videotapes, which provide background information on the various aspects of selecting learning and literacy media; four interactive CDs, which provide guided practice and feedback on specific strategies for selecting learning and literacy media; and supplementary print materials, which include a facilitator's manual and a participant's workbook. These materials were developed in the first year of the project and field tested in 6 sites during the second year. Following revision, the set of instructional materials was disseminated during a series of 8 workshops to 84 professionals in the visual impairment field in 37 states. The report describes the various components of the instructional package and includes the facilitator's manual, evaluation results, and documents from dissemination workshops in the appendices. (CR)

ED 440 492 EC 307 778

Koenig, Alan J. Holbrook, M. Cay

Learning Media Assessment of Students with Visual Impairments: A Resource Guide for Teachers. 2nd Edition.

Texas School for the Blind and Visually Impaired, Austin.; Texas Tech Univ., Lubbock. Coll. of Education.

Spons Agency—Special Education Programs (ED/OSERS), Washington, DC.

Report No.—ISBN-1-880366-19-3

Pub Date—1995-00-00

Contract—H029K50109

Note—228p.; For other documents which are part of Project LMA, see EC 307 777 and EC 307

779.

Available from—Texas School for the Blind and Visually Impaired, Business Office, 1100 West 45th St., Austin, TX 78756-3494.

Pub Type— Guides - Classroom - Teacher (052) — Tests/Questionnaires (160)

EDRS Price – MF01/PC10 Plus Postage.

Descriptors—*Braille, Elementary Secondary Education, Evaluation Methods, Large Type Materials, *Literacy, Low Vision Aids, Multiple Disabilities, *Needs Assessment, Partial Vision, Reading Material Selection, *Reading Strategies, State Regulation, *Student Evaluation, Student Needs, *Visual Impairments

Identifiers—Texas

Designed to assist in the selection of appropriate literacy media for students with visual impairments, this guide outlines the essential elements of learning media assessments. Chapter 1 provides an overview of the learning media assessment (LMA) process. Included is a discussion of Texas law and regulations that govern LMA. Chapter 2 documents the student's use of sensory channels utilizing an objective procedure and recording form. Chapter 3 helps team members translate the student's use of sensory channels into appropriate general learning media by providing guidelines and a checklist. Chapter 4 presents a process for making an initial decision on the literacy medium in which the student will begin a conventional reading and writing instructional program. The following chapter presents a process for continuous assessment of the student's literacy media. The last chapter presents a comprehensive process for selecting functional learning and literacy media for students with additional disabilities. It provides guidelines for determining the student's use of sensory channels and selecting functional media. Appendices include a specific assessment procedure to compare the effectiveness of various print media for students with low vision, assessment forms, and reading strategy lessons. (Contains 10 references.) (CR)

ED 440 493 EC 307 779

Koenig, Alan J. Holbrook, M. Cay

Project LMA: Learning Media Assessment of Students with Visual Impairments. Facilitator's Manual and Participant Workbook.

Texas Tech Univ., Lubbock. Coll. of Education.; Texas School for the Blind and Visually Impaired, Austin.; Texas Tech Univ., Lubbock.

Spons Agency—Special Education Programs (ED/OSERS), Washington, DC.

Pub Date—1998-00-00

Contract—H029K50109

Note—124p.; Videotapes and Interactive CD programs not available from ERIC. For other documents which are part of Project LMA, see EC 307 777 and EC 307 778.

Available from—Texas Tech University, Box 41071, Lubbock, TX 79409-1071.

Pub Type— Guides - Classroom - Learner (051) — Guides - Classroom - Teacher (052)

EDRS Price – MF01/PC05 Plus Postage.

Descriptors—Computer Assisted Instruction, *Educational Media, Elementary Secondary Education, Evaluation Methods, Higher Education, Inservice Teacher Education, Literacy, Multimedia Instruction, *Multimedia Materials, Postsecondary Education, Preservice Teacher Education, *Student Evaluation, *Units of Study, Videotape Recordings, *Visual Impairments, Workshops

This document is comprised of the facilitator's manual and the participant's workbook for a 1- or 2-day workshop for inservice and preservice teachers on the process of learning media assessment (LMA) for students with visual impairments. The manual and workbook are intended for use in a complete program that also includes videotapes and interactive CD programs. The LMA process is taught in four units of study: (1) introduction to learning media assessment; (2) initial selection of the literacy medium; (3) continuing assessment of literacy media; and (4) learning media assessments for students with additional disabilities. The facilitator's manual includes an overview of Project LMA materials and three sections on planning and advertising the workshop, arranging equipment and technology,

and conducting the workshop or class. The participant's workbook is closely correlated with the videotapes and the four interactive CD programs. (DB)

ED 440 494 EC 307 780

Fesko, Sheila Lynch Graham, Steven Temelini, David

Youth with Disabilities Who Are Runaways and/or Homeless: Responding to the Need.

Children's Hospital, Boston, MA. Inst. for Community Inclusion.

Spons Agency—Administration on Developmental Disabilities (DHHS), Washington, DC.

Pub Date—1999-12-00

Contract—90DJ0111

Note—43p.

Available from—Institute for Community Inclusion (UAP), Children's Hospital, 300 Longwood Ave., Boston, MA 02115. Tel: 617-355-6506; Tel: 617-355-6956 (TTY); Fax: 617-355-7940; e-mail: ici@a1.tch.harvard.edu; Web site: http://www.childrenshospital.org/ici.

Pub Type— Reports - Research (143) — Tests/Questionnaires (160)

EDRS Price – MF01/PC02 Plus Postage.

Descriptors—Agency Cooperation, *Disabilities, Eligibility, Emergency Programs, *Homeless People, Human Services, *Integrated Services, *Intervention, *Needs Assessment, *Runaways, Social Services, Surveys

This document reports on two studies by the Bridges to Inclusion project concerning issues surrounding runaway and/or homeless youth with disabilities. The first study surveyed emergency adolescent shelter providers funded by the Family and Youth Service Bureau. Findings addressed types of disabilities frequently identified or suspected in homeless and runaway youth, challenges in serving these youth, strategies utilized, staff training needs, and staff responses to working with this population. The second survey focused on the perspectives of a variety of disability organizations (N=202) on this issue. Findings addressed programs and policy, staff training needs, and potential for collaboration. Both studies found that neither the emergency adolescent shelter system nor the disability organizations are well designed to meet the needs of these youth, who may fall between the cracks and receive no services from either system. It is critical that both the disability support network and adolescent emergency service providers build relationships with each other and share resources. Implications are discussed in terms of program modifications to increase effectiveness, changes in their interventions and expectations from youth, and expansion of the outside resources used for support. The two surveys are appended. (DB)

ED 440 495 EC 307 781

Schuster, Jennifer Graham, Steven Moloney, Mairead

Building a Future: Working with the Post-High School Expectations of Students & Parents.

Children's Hospital, Boston, MA. Inst. for Community Inclusion.

Spons Agency—Department of Education, Washington, DC.

Pub Date—2000-04-00

Contract—H023D970306

Note—6p.

Available from—Institute for Community Inclusion (UAP), Children's Hospital, 300 Longwood Ave., Boston, MA 02115. Tel: 617-355-6271; Tel: 617-355-6956 (TTY); e-mail: ici@a1.tch.harvard.edu; Web site: http://www.childrenshospital.org/ici.

Journal Cit—Research to Practice; v6 n1 Apr 2000

Pub Type— Collected Works - Serials (022) — Reports - Research (143)

EDRS Price – MF01/PC01 Plus Postage.

Descriptors—Career Education, *Disabilities, *Education Work Relationship, *Employment Potential, High Schools, *Long Range Planning, Longitudinal Studies, Outcomes of Education, Parent Attitudes, *Parent Student

Relationship, Self Evaluation (Individuals), Student Attitudes, Surveys

Identifiers—Massachusetts

This brief discusses findings from the first year of a 3-year study of expectations, planning, and outcomes for high school students (N=181) in Massachusetts school districts who are receiving special education services and their families. Students and parents will complete a survey once a year for 3 years. Students are from various racial/ethnic backgrounds, from grades 9-12, and in urban, suburban, and rural communities. Analysis of the first year's survey results indicate the following: (1) most students thought they were likely to find a job immediately after high school; (2) although both parents and students thought that work was important, they valued employment for different reasons; (3) students had higher expectations for work and rated their own level of self-determination higher than their parents did; and (4) parents perceived themselves to be more involved in students' life planning than students perceived them to be. Implications of these findings suggest the need to strengthen parent and student expectations early and connect students and parents as planning partners. (DB)

ED 440 496 EC 307 785

Danaher, Joan, Ed. deFosset, Shelley, Ed.

Resources Supporting Inclusion in Early Childhood. Third in a Series of Compilations of Resources on Inclusion Developed by OSEP-Funded Early Childhood Projects.

National Early Childhood Technical Assistance System, Chapel Hill, NC.

Spons Agency—Special Education Programs (ED/OSERS), Washington, DC.

Pub Date—1999-05-00

Contract—H024-A-60001

Note—51p.; For related resource packet, see EC 307 786.

Available from—NECTAS Publications Coordinator, 500 NationsBank Plaza, 137 East Franklin St., Chapel Hill, NC 27514-3628. Tel: 919-962-2001 (Voice); Tel: 919-962-8300 (TDD); Fax: 919-966-7463; e-mail: nectas@unc.edu; Web site: http://www.nectas.unc.edu/.

Pub Type— Reference Materials - Bibliographies (131)

EDRS Price – MF01/PC03 Plus Postage.

Descriptors—Community Programs, *Curriculum Design, *Disabilities, Early Childhood Education, *Early Intervention, Educational Resources, Family Environment, *Inclusive Schools, Infants, *Policy Formation, Printed Materials, Publications, Resource Materials, *Teaching Methods, Toddlers, Videotape Recordings

Identifiers—Individuals with Disabilities Educ Act Amend 1997

This publication presents information compiled from early childhood projects funded by the Office of Special Education Programs on resources that support the inclusion of children with special needs and their families in regular educational or community environments. These 113 resources can be used for a variety of purposes, including inservice education and public awareness, and by early childhood educators and faculty at institutions of higher education, day care providers, policymakers, administrators, trainers, specialized service providers, health care providers, other community service providers, and families. Each resource includes a brief description and order information. The guide lists the resources alphabetically by title; identifies the format of each resource as either print, video, or other; and categorizes each item as a resource for training, classroom curriculum, policy/administration, and/or general information. Each resource also is indexed by the name of the project or agency that developed it, with the individual author's name (when available) cross-referenced within the index. A resource submission form is provided. (CR)

ED 440 497 EC 307 786

deFosset, Shelley, Ed.

Including Preschool-Age Children with Disabilities in Community Settings: A Resource Packet.

National Early Childhood Technical Assistance

System, Chapel Hill, NC.

Spons Agency—Special Education Programs (ED/OSERS), Washington, DC.

Pub Date—1999-05-00

Contract—H024A60001-96

Note—86p.; For information sources on inclusive programs and practices, see EC 307 785.

Available from—NECTAS Publications Coordinator, 500 NationsBank Plaza, 137 East Franklin St., Chapel Hill, NC 27514-3628. Tel: 919-962-2001 (Voice); Tel: 919-962-8300 (TDD); Fax: 919-966-7463; e-mail: nectas@unc.edu; Web site: http://www.nectas.unc.edu/.

Pub Type— Collected Works - General (020)

EDRS Price – MF01/PC04 Plus Postage.

Descriptors—Court Litigation, Curriculum Design, *Disabilities, Early Childhood Education, *Early Intervention, Family Environment, Federal Legislation, *Inclusive Schools, Infants, Parent Attitudes, *Policy Formation, *Preschool Children, Preschool Education, Resource Materials, Teaching Methods, Toddlers

Identifiers—Council for Exceptional Children, *Individuals with Disabilities Educ Act Amend 1997

The materials in this resource packet present a variety of perspectives and information for individuals and organizations implementing inclusive programs for preschool children with disabilities. It is organized into three sections. Section 1 presents varied perspectives on inclusion of preschool-age children with disabilities in settings with their peers. It includes a policy statement on inclusion from the Division for Early Childhood of the Council for Exceptional Children and a parent's perspective on inclusion. Section 2 provides resources to support those who are developing policies for or are working directly with preschool-age children with special needs and their families. This section includes articles on integrating children with disabilities into preschools, national perspectives on inclusive programs with an emphasis on curriculum and instruction, and perspectives on becoming a consulting therapist. Section 3 gives an overview of statutory language related to inclusion under the Individuals with Disabilities Education Act Amendments of 1997 and reviews court rulings in support of inclusion. (CR)

ED 440 498 EC 307 787

Whaley, Kathy T., Ed. Shaw, Evelyn, Ed.

NECTAS Resource Collection on Autism Spectrum Disorders.

National Early Childhood Technical Assistance System, Chapel Hill, NC.

Spons Agency—Special Education Programs (ED/OSERS), Washington, DC.

Pub Date—1999-07-00

Contract—H024A60001-96

Note—124p.

Available from—NECTAS Publications Coordinator, 500 NationsBank Plaza, 137 East Franklin St., Chapel Hill, NC 27514-3628. Tel: 919-962-2001 (Voice); Tel: 919-962-8300 (TDD); Fax: 919-966-7463; e-mail: nectas@unc.edu; Web site: http://www.nectas.unc.edu/.

Pub Type— Collected Works - General (020)

EDRS Price – MF01/PC05 Plus Postage.

Descriptors—*Autism, Conflict Resolution, Curriculum Design, *Early Intervention, *Educational Strategies, *Etiology, Family Involvement, Family School Relationship, *Federal Legislation, Infants, Resource Materials, *Symptoms (Individual Disorders), Toddlers, Young Children

Identifiers—*Individuals with Disabilities Educ Act Amend 1997

This compilation includes a variety of perspectives and resources on providing appropriate and effective programs and services for young children with autism and their families. It is designed for use by state-level early intervention and early childhood special education staff, local service providers, training and technical assistance providers, preservice and inservice educators, families, and others who are interested in the special needs of children with autism. The resources are organized into four sections. The first section provides an overview of general and descriptive information

about autism, including definitions, etiology, characteristics, symptoms, diagnostic criteria, and accompanying disorders and conditions. Parent perspectives are also presented, as well as an update from the National Institutes of Health Autism Working Group regarding current and recommended research activities. The second section discusses intervention and education, which includes perspectives and considerations for early intervention and special education such as designing programs, guidance for examining and evaluating different treatments or interventions, service delivery implications and issues, and a parental perspective on print resources. The third section considers legal issues under the Individuals with Disabilities Education Act 1997, dispute resolution, court litigation, strategies for avoiding litigation and working with families, and mediation. The fourth section provides a glossary of terms. (CR)

ED 440 499   EC 307 788

Porter, Jeff Camerlengo, Renee DePuye, Maggie Sommer, Mark

Campus Life and the Development of Postsecondary Deaf and Hard of Hearing Students: Principles and Practices. [A Report of the] National Task Force on Quality of Services in the Postsecondary Education of Deaf and Hard of Hearing Students.

National Technical Inst. for the Deaf, Rochester, NY.

Spons Agency—Office of Special Education and Rehabilitative Services (ED), Washington, DC.; Association on Higher Education and Disability.; Conference of Executives of American Schools for the Deaf.

Pub Date—1999-00-00

Note—16p.

Available from—Rochester Institute of Technology, National Technical Institute for the Deaf, Northeast Technical Assistance Center, 52 Lomb Memorial Dr., Rochester, NY 14623-5604. Tel: 716-475-6433 (V/TTY); Fax: 716-475-7660.

Pub Type— Opinion Papers (120)

EDRS Price – MF01/PC01 Plus Postage.

Descriptors—Access to Education, *Accessibility (for Disabled), *Assistive Devices (for Disabled), Campuses, College Environment, *College Students, *Deafness, Health Services, *Hearing Impairments, Higher Education, Housing, School Security, *Student Personnel Services

This report discusses the needs of postsecondary education students who are deaf or hard of hearing and presents strategies for ensuring educational accessibility to campus services and programs. Part 1 considers general issues which characterize the process of student development in postsecondary education. It closes with the a brief discussion of strategies for fostering student development. Part 2 focuses on the full access and engagement of students who are deaf and hard of hearing in campus life, with general recommendations for communication and language access, barrier-free facilities, and programmatic initiates. These are applied to eight campus life programs and services: college union facilities, housing, health services, recreational sports, judicial and campus safety programs, programs for students from diverse ethnic and racial backgrounds and international students, programs for commuter students, and accessing off-campus community resources. Recommendations include: (1) providing appropriate interpreting support and/or assistive listening systems; (2) installing appropriate visual alert fire alarms in all facilities that house student activities; (3) offering a special interest deaf and hard of hearing residence floor; (4) using universally agreed upon and stated visual signals in all competitive play; and (5) providing direct TTY access for on-campus emergency phone numbers. (Contains 20 references.) (CR)

ED 440 500   EC 307 789

Okrainec, J. Alexa Hughes, M. Jeffry

Conversational Interactions between Intellectually Disabled and Normal Progress Adolescents during a Problem-Solving Task.

Pub Date—1996-07-00

Note—20p.; Paper Presented at the World Congress of IASSD (10th, Helsinki, Finland, July 8-13, 1996).

Pub Type— Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price – MF01/PC01 Plus Postage.

Descriptors—Adolescents, *Conflict Resolution, *Discourse Analysis, *Interpersonal Communication, *Interpersonal Competence, *Mild Mental Retardation, Peer Acceptance, *Peer Relationship, Secondary Education, Verbal Communication

This study investigated the features of verbal disagreements arising among 25 adolescent students with mild intellectual disabilities and 25 of their typical peers. Transcripts of a learning task were coded using an adaptation of Eisenberg's (1992) scheme for analyzing verbal conflicts. Findings of the study indicate: (1) in verbal conflict engagements with normal-progress peers, the adolescent with mild mental retardation (MMR) assumed a respondent role; (2) normal-progress peers dominated during verbal disputes, initiating conflicts at almost twice the rate of the adolescents with mild mental retardation; (3) about 70 percent of the conflicts that the adolescents with MMR initiated were in response to their partner's request for action; (4) the adolescents with MMR failed to use higher level conflict initiation moves at the rate used by their peers, which may be indicative of poorer social monitoring, language impairments, or both; (5) throughout the entire length of conflicts, the adolescents with MMR employed justifications noticeably less often; (6) adolescents with MMR typically debated lesson content but also debated lesson process and assistance; and (7) in most conflicts, negative affect was absent, but when it was displayed, it typically was reciprocated. (Contains 34 references.) (CR)

ED 440 501   EC 307 790

Kelly, Ronald R Mousley, Keith

Deaf and Hearing Students' Transfer and Application of Skill in Math Problem Solving.

Pub Date—1999-03-00

Note—14p.; Paper presented at the Annual Conference of the Association of College Educators for the Deaf and Hard of Hearing (25th, Rochester, NY, February 26-March 1, 1999).

Pub Type— Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price – MF01/PC01 Plus Postage.

Descriptors—*College Students, *Deafness, Higher Education, *Mathematical Applications, *Mathematics Achievement, Mathematics Skills, *Reading Ability, *Word Problems (Mathematics)

This study compared the ability of college students with deafness and typical college students to transfer and apply their math computation and problem-solving skills to similar problems presented under different conditions. Thirty-seven students with deafness and 12 hearing students were given 30 math problems to solve that were presented under graphic and word conditions. The problems were matched for similarity and difficulty for the two conditions. The results showed that both groups of students were comparable in transferring and applying their math skills to solve the varied problem sets within the graphic condition and the first problem set of the math word problems. When comparing performance between the graphic and word conditions, the data show that the hearing students performed consistently across both conditions. In contrast, the problem-solving performance of the students with deafness was not consistent across the graphic and word conditions. A comparative analysis with respect to reading abilities showed that students with deafness with reading levels at the 9.3 grade level or higher performed significantly better on more complex and difficult word problems when compared to those in the 7th and 8th grade reading range. (CR)

ED 440 502   EC 307 791

Wood, Mary Eileen

Selling without $$: Grassroots Advocates of Gifted and Talented Education Meet the Media.

Advocacy for Gifted and Talented Education in New York State, Solvay.

Pub Date—1999-00-00

Note—20p.

Available from—AGATE—Advocacy for Gifted and Talented Education in New York State), P.O. Box 289, Solvay, NY 13209.

Pub Type— Guides - Non-Classroom (055)

EDRS Price – MF01/PC01 Plus Postage.

Descriptors—*Child Advocacy, Elementary Secondary Education, *Gifted, Internet, *Mass Media Use, *Media Selection, Newspapers, *Public Relations, Public Support, Publicity, Radio, *Talent, Television

This monograph describes media strategies that advocates for gifted children can use to promote gifted and talented education. It begins by discussing different types of media outlets that advocates can use to get their message across, including television, radio, newspapers, and the Internet. The tools of media work are then described. Ways to write a press release are provided, along with a sample press release. Information is also provided on writing media advisories, creating pitch letters, attending ascertainment meetings, scheduling editorial board meetings, writing letters to the editor and "op-eds," and doing radio interviews. The monograph closes by emphasizing the need to consider the right timing for advocacy efforts. A list of target groups for advocacy efforts is also provided. Appendices include a summary of media outlets, a sample press release, a sample media advisory, a sample letter to the editor, and a list of possible newsworthy events that can garner media attention for gifted education. (CR)

ED 440 503   EC 307 792

Markowitz, Joy

Educating Children with Disabilities Who Are Homeless. Policy Forum Proceedings Document (Arlington, Virginia, December 5-7, 1999).

National Association of State Directors of Special Education, Alexandria, VA.

Spons Agency—Special Education Programs (ED/OSERS), Washington, DC.

Pub Date—2000-04-00

Contract—H159K70002

Note—65p.

Available from—Project FORUM, National Association of State Directors of Special Education, 1800 Diagonal Road, Suite 320, Alexandria, VA 22314. Tel: 703-519-3800; Web site: http://www.nasde.org.

Pub Type— Collected Works - Proceedings (021)

EDRS Price – MF01/PC03 Plus Postage.

Descriptors—Advocacy, *Delivery Systems, *Disabilities, Disability Identification, *Educational Strategies, Elementary Secondary Education, Federal Legislation, High Risk Students, *Homeless People, Interdisciplinary Approach, Intervention, Policy Formation, Research Needs, *School Community Relationship, *Student Characteristics, Student Evaluation

Identifiers—Illinois, Iowa, Maryland, Pennsylvania, Virginia

This publication summarizes the proceedings of a Project FORUM conference that examined the needs of homeless children and youth with disabilities. The summarized presentations address the definition of homelessness, the Stewart B. McKinney Homeless Assistance Act, services for homeless students under the Individuals with Disabilities Education Act, educational services for children who are homeless in five states (Maryland, Illinois, Iowa, Pennsylvania, and Virginia), facts about homelessness that shape the nature and delivery of educational services, and challenges related to children with disabilities who are homeless. Proposed strategies are presented for meeting the following challenges: (1) increasing awareness about the educational needs and rights of children who are homeless and enrolling them in school; (2) sustaining

multi-pronged advocacy through public education and training and legislative and administrative advocacy; (3) providing timely, appropriate, multidisciplinary assessment for students who are homeless; (4) finding solutions to broad problems through collaboration between schools and the community; (5) increasing the valid and reliable data on issues related to homelessness; and (6) addressing mobility issues as they relate to identifying students with disabilities who are homeless. (Contains 16 references.) (CR)

ED 440 504   EC 307 793
Ahearn, Eileen M.
Report on the 1999 National Monitoring Conference (5th, North Carolina, October 1999). Final Report.
National Association of State Directors of Special Education, Alexandria, VA.
Spons Agency—Special Education Programs (ED/OSERS), Washington, DC.
Pub Date—2000-04-00
Contract—H159K70002
Note—39p.
Available from—Project FORUM, National Association of State Directors of Special Education, 1800 Diagonal Road, Suite 320, Alexandria, VA 22314. Tel: 703-519-3800; Web site: http://www.nasde.org.
Pub Type— Collected Works - Proceedings (021)
EDRS Price – MF01/PC02 Plus Postage.
Descriptors—*Disabilities, Elementary Secondary Education, *Federal State Relationship, *Organizational Change, *Program Evaluation, Program Implementation, *State Regulation, *State School District Relationship
Identifiers—Individuals with Disabilities Educ Act Amend 1997, Office of Special Education Programs
This document is a report of the proceedings of the fifth National Monitoring Conference. The contents include a brief background on monitoring and a synopsis of each of the conference sessions. The opening plenary covered the states' monitoring experiences in the first year of the new federal process following the reauthorization of the Individuals with Disabilities Education Act and a presentation by staff from the U.S. Department of Education, Office of Special Education Programs (OSEP). The breakout sessions that featured presentations by state monitoring personnel are also summarized. State-level presentations at the conference portrayed state monitoring systems undergoing significant systemic change. Every state described plans to align their monitoring procedures with the new OSEP approach, with some adding their own unique versions of the continuous improvement elements. In each case, the change effort started with a broad-based stakeholder working group/committee that helped to design, plan, and implement the new system. The adoption or enhancement of a district self-assessment is another common element of the revisions. The document closes with a summary and discussion of next steps. (CR)

ED 440 505   EC 307 794
Linehan, Patrice
Statewide Behavior Initiatives. Quick Turn Around (QTA) Forum.
National Association of State Directors of Special Education, Alexandria, VA.
Spons Agency—Special Education Programs (ED/OSERS), Washington, DC.
Pub Date—2000-04-00
Contract—H159K70002
Note—9p.
Available from—Project FORUM, National Association of State Directors of Special Education, 1800 Diagonal Road, Suite 320, Alexandria, VA 22314; Tel: 703-519-3800 (Voice); Tel: 703-519-7008 (TDD); Web site: http://www.nasde.org.
Pub Type— Reports - Research (143)
EDRS Price – MF01/PC01 Plus Postage.
Descriptors—Behavior Disorders, *Behavior Modification, *Behavior Problems, *Disabilities, *Discipline Policy, Early Childhood Education, Educational Practices, Elementary

Secondary Education, Policy Formation, Preschool Education, Program Effectiveness, Program Implementation, State Programs, *State Regulation, State Surveys
This brief report discusses the outcomes of a study that examined statewide behavioral initiatives (SBI) that involve general education, special education, or both. Forty-three state education agencies (SEAs) responded to a survey that investigated the development of SBI, focus of the SBI, and how well the SBI addresses the needs of students with disabilities. Results of the survey indicate: (1) 26 of the 43 have a statewide initiative in place, and of the 17 without an active initiative, 13 have plans to develop one; (2) 19 of the survey respondents with an SBI reported that the state initiative includes all students, while 7 SEAs focus their SBIs solely on students with disabilities; (3) 15 of the 26 SEAS with active SBIs specifically include the birth to age 5 population; (4) 7 states include preschool children in their SBIs; (5) 23 of the 26 SEAs rated their initiatives as doing very well or adequately meeting their needs; (6) distinguishing features of SBIs included functional behavior assessment, positive behavior support, statewide activities, capacity-building, staff development, collaboration, and state improvement activities; and (7) most SEAs with SBIs have earmarked funds to support implementation. (CR)

ED 440 506   EC 307 795
Pickett, Anna Lou
Strengthening and Supporting Teacher/Provider-Paraeducator Teams: Guidelines for Paraeducator Roles, Supervision, and Preparation.
City Univ. of New York, NY. Center for Advanced Study in Education.
Spons Agency—Office of Special Education and Rehabilitative Services (ED), Washington, DC. Div. of Personnel Preparation.
Pub Date—1999-00-00
Contract—H029K970088-98
Note—65p.
Pub Type— Guides - Non-Classroom (055)
EDRS Price – MF01/PC03 Plus Postage.
Descriptors—*Disabilities, Elementary Secondary Education, *Minimum Competencies, *Paraprofessional School Personnel, *Staff Role, Standards, *Supervisor Qualifications, Teacher Competencies, *Teacher Role, Teamwork
Identifiers—Office of Special Education Programs
This technical assistance manual contains guidelines for paraeducator roles, supervision, and skill and knowledge competency standards on which policymakers and implementers can build to improve the effectiveness of teacher/provider-paraeducator teams. The guidelines and standards were developed by a project of national significance funded by the Office of Special Education Programs of the U.S. Department of Education. Specific sections address: (1) guiding principles of paraeducator employment roles, preparation, and supervision; (2) the need for paraeducator utilization and preparation guidelines; (3) factors creating a critical need for the development and implementation of standards for paraeducator roles, responsibilities, skill and knowledge competencies, and supervision; (4) distinctions in teacher/provider and paraeducator team roles; (5) scope of teacher/provider responsibilities for paraeducator supervision; (6) standards for teacher/provider supervisory competencies; (7) paraeducator scope of responsibilities and skill standards; (8) scope of responsibilities for paraeducators in program implementation teams; (9) standards for paraeducator knowledge and skill competencies; (10) job descriptions for paraeducators; (11) assessing teacher/provider-paraeducator team performance; (12) teacher performance indicators; (13) paraeducator performance indicators; (14) developing the policies and infrastructures for strengthening teacher/provider-paraeducator teams; (15) credentialing procedures for paraeducators; and (16) the role of higher education in paraeducator preparation. (Contains 38 references.) (CR)

ED 440 507   EC 307 796
Thompson, Sandra Thurlow, Martha
State Special Education Outcomes, 1999: A Report on State Activities at the End of the Century.
National Center on Educational Outcomes, Minneapolis, MN.; Council of Chief State School Officers, Washington, DC.; National Association of State Directors of Special Education, Alexandria, VA.
Spons Agency—Special Education Programs (ED/OSERS), Washington, DC.
Pub Date—1999-12-00
Contract—H159C50004
Note—49p.; Research assistant was Stacy Callender.
Available from—NCEO Publications Office, 350 Elliott Hall, 75 E. River Road, Minneapolis, MN 55455 ($15). Tel: 612-624-8561; Fax: 612-624-0879; Web site: http://www.coled.umn.edu/nceo ($15).
Pub Type— Numerical/Quantitative Data (110) — Reports - Research (143)
EDRS Price – MF01/PC02 Plus Postage.
Descriptors—Academic Standards, Accountability, *Alternative Assessment, Compliance (Legal), Data Collection, *Disabilities, *Educational Assessment, Educational Change, Educational Trends, Elementary Secondary Education, National Surveys, *Outcomes of Education, *Special Education, State Departments of Education, *Student Participation
Identifiers—*Individuals with Disabilities Educ Act Amend 1997
This analysis of a survey of state directors of special education concerning special education outcomes highlights the following findings: (1) more students with disabilities are participating in statewide testing and states are better at documenting actual numbers participating; (2) high stakes attached to school or district performance and lack of exposure of students with disabilities to test content are factors that inhibit greater participation of students with disabilities; (3) most states are in the process of developing alternate assessments; (4) test results are used primarily for guiding statewide policy decisions, decisions to reform schools, and decisions about individual students; (5) strategies used most often by states to meet the assessment provisions of the Individuals with Disabilities Education Act 1997 (IDEA) are training and the dissemination of written policies; (6) state special education involvement in standards-based reform is highest for practices directly related to students with disabilities, such as aggregating results of alternate assessments with general assessment results; (7) lack of resources and inadequate assessments are seen as the greatest barriers to obtaining educational accountability information on students with disabilities; and (8) best practice information continues to lead the list of preferred technical assistance. Extensive data tables are included. Appendices provide additional information on state efforts to meet IDEA assessment requirements and standards-based reform activities. (DB)

ED 440 508   EC 307 797
Development and Evaluation of a Computer-Aided Speech-to-Print Transcription System. Final Report.
National Technical Inst. for the Deaf, Rochester, NY.
Spons Agency—Special Education Programs (ED/OSERS), Washington, DC.
Pub Date—2000-01-00
Contract—180J3011
Note—94p.; Project director was Michael S. Stinson. Co-principal investigator was Barbara G. McKee.
Pub Type— Reports - Descriptive (141) — Reports - Research (143)
EDRS Price – MF01/PC04 Plus Postage.
Descriptors—Accessibility (for Disabled), Captions, College Students, Computer Software, *Computer Uses in Education, *Deafness, *Demonstration Programs, *Hearing Impairments, High Schools, Higher Education, Para-

professional Personnel, Pilot Projects, *Research and Development, Training Methods

This final report describes the development and evaluation of C-Print, a system for transcription of computer-aided speech to print. Chapter 1 is an introduction to the 3-year federally supported project. Chapter 2 provides background information on current speech-to-print systems. Chapter 3 focuses on needed improvements in C-Print, especially improvements in the general and specialized dictionaries and development of procedures for condensing text. Chapter 4 focuses on the C-Print captionist, including roles and responsibilities, training procedures, the training workshop, and the workshop evaluation. Chapter 5 discusses C-Print captionists' perceptions of their experiences in supporting students in the classroom. Chapter 6 reports on a questionnaire and in-depth interview studies of the system with 36 deaf or hard of hearing students at the college level. The final chapter reports on a pilot study using C-Print with two deaf high school students. An appendix lists other materials providing information on the C-Print Project. (Contains 31 references.) (DB)

ED 440 509   EC 307 799

Thurlow, Martha Elliott, Judy Ysseldyke, Jim

Out-of-Level Testing: Pros and Cons.

National Center on Educational Outcomes, Minneapolis, MN.

Spons Agency—Special Education Programs (ED/OSERS), Washington, DC.

Pub Date—1999-04-00

Contract—H159C50004

Note—8p.; The Center represents a collaborative effort of the University of Minnesota, the Council of Chief State School Officers, and the National Association of State Directors of Special Education.

Available from—NCEO Publications Office, 350 Elliott Hall, 75 E. River Road, Minneapolis, MN 55455 ($3.50). Tel: 612-624-8561; Fax: 612-624-0879; Web site: http://www.coled.umn.edu/nceo.

Journal Cit—NCEO Policy Directions; n9 Apr 1999

Pub Type— Collected Works - Serials (022) — Guides - Non-Classroom (055)

EDRS Price – MF01/PC01 Plus Postage.

Descriptors—Decision Making, *Disabilities, *Educational Assessment, Educational Policy, Elementary Secondary Education, Evaluation Methods, *Standardized Tests, *Student Evaluation, Test Use, *Testing Problems

Identifiers—*Out of Level Testing

This paper addresses the controversy about use of "out-of-level" testing, the practice of assessing students (usually those with disabilities) with a lower-level version of a test. The controversy pits unintended instructional consequences against "accurately" measuring performance and avoiding student frustration. Introductory sections explain what out-of-level testing is and offer a brief history of its use. Next, arguments for out-of-level testing are offered, including avoidance of student frustration and emotional trauma; improved accuracy of measurement; and better measurement when the context of the test matches the student's instructional level. Arguments against out-of-level testing stress that assessments must be consistent with the purpose for which they are used and that out-of-level testing reflects low expectations for students and negatively affects their instruction. Next, five assumptions for out-of-level testing and objections to these assumptions are listed. Three considerations in using out-of-level testing for individual students are identified: (1) performance on grade level assessment is likely to be spuriously higher than on out-of-level assessments; (2) instructional issues need to be addressed before students are placed in out-of-level tests; and (3) unintended consequences of out-of-level testing include never reaching grade-level or passing a high stakes test. Finally, questions for decision makers to consider before using out-of-level tests are suggested. (DB)

ED 440 510   EC 307 800

Thurlow, Martha Thompson, Sandra

Diploma Options and Graduation Policies for Students with Disabilities.

National Center on Educational Outcomes, Minneapolis, MN.

Spons Agency—Special Education Programs (ED/OSERS), Washington, DC.

Pub Date—2000-01-00

Contract—H159C50004

Note—8p.; The Center represents a collaborative effort of the University of Minnesota, the Council of Chief State School Officers, and the National Association of State Directors of Special Education.

Available from—NCEO Publications Office, 350 Elliott Hall, 75 E. River Road, Minneapolis, MN 55455 ($3.50). Tel: 612-624-8561; Fax: 612-624-0879; Web site: http://www.coled.umn.edu/nceo.

Journal Cit—NCEO Policy Directions; n10 Jan 2000

Pub Type— Collected Works - Serials (022) — Reports - Evaluative (142)

EDRS Price – MF01/PC01 Plus Postage.

Descriptors—*Academic Accommodations (Disabilities), *Academic Standards, Decision Making, *Degrees (Academic), *Disabilities, Dropout Prevention, *Educational Policy, *Graduation Requirements, High School Graduates, High Schools

Identifiers—Testing Accommodations (Disabilities)

This paper identifies issues to consider as educational policy makers make decisions about diploma options and graduation policies for students with disabilities, especially in the context of the increasing use of requirements that students pass specified tests to graduate. A table compares advantages and disadvantages of four diploma options: (1) standard diploma or better (single criteria); (2) standard diploma or better (multiple criteria); (3) certificate options; and (4) special education diploma. The paper then considers the use of special options for some students and identifies the related issues of non-approved accommodations and the phase-in approach. The following sections discuss requirements for different diploma options, the availability of re-testing opportunities, and the need for dropout prevention policies and an appeals process. Suggestions for inclusive and fair diploma options and graduation policies include the following: have the same diploma options available to all students; recognize that not all students demonstrate high-level knowledge and skills in the same way; give names to diploma options that correspond to the knowledge and skills demonstrated by the student; clarify the implications of different diploma options for continued special education services; get input from stakeholder groups about diploma options and policies; and use the media to explain diploma options to the public. (DB)

ED 440 511   EC 307 801

Ysseldyke, Jim Thurlow, Martha Bielinski, John Trimble, Scott Hill, Kevin Wickheiser, John Bussell, Ellen

Characteristics of Students Who Participate in Kentucky's Testing System under Various Conditions. State Assessment Series, Maryland/Kentucky Report 4.

National Center on Educational Outcomes, Minneapolis, MN.; Kentucky State Dept. of Education, Frankfort. Bureau of Vocational Education.

Spons Agency—Special Education Programs (ED/OSERS), Washington, DC.

Pub Date—1999-08-00

Contract—H023F50008

Note—27p.

Available from—NCEO Publications Office, 350 Elliott Hall, 75 E. River Road, Minneapolis, MN 55455 ($8). Tel: 612-624-8561; Fax: 612-624-0879; Web site: http://www.coled.umn.edu/nceo.

Pub Type— Reports - Research (143)

EDRS Price – MF01/PC02 Plus Postage.

Descriptors—Accountability, Black Students, *Disabilities, *Educational Assessment, Elementary Secondary Education, *Outcomes of Education, Racial Differences, Sex Differences, Standardized Tests, State Programs, *Student Participation, Tables (Data), White Students

Identifiers—African Americans, European Americans, *Kentucky, Kentucky Instructional Results Information System, *Testing Accommodations (Disabilities)

This study used data from the Kentucky Instructional Results Information System (KIRIS) to evaluate the participation of students with disabilities in the state's comprehensive assessment system. Data on students in grades 4, 8, and 11 during the academic years 1994-1995 through 1996-1997 were collected and analyzed. Results are reported in terms of the following factors: (1) characteristics of students receiving accommodations (70 percent were male, 85 percent European American, 12 percent African American, and 88 to 95 percent had a disability); (2) characteristics of typical students participating in KIRIS with accommodations (most were European American males with a specific learning disability); (3) rates at which groups participate in KIRIS with accommodations (African Americans were more likely than European Americans to receive an accommodation although European Americans with disabilities were more likely than African Americans with disabilities to receive accommodations); and (4) which accommodations are used, and by whom (the most common accommodation was oral reading of the assessment and the least common was use of an interpreter). A concluding section notes trends such as greater use of accommodations in grade 4 than in grades 8 or 11 and greater use of accommodations in 1996-1997 than in previous years. Thirteen tables detail the study's findings. (DB)

ED 440 512   EC 307 802

Haigh, John

Accommodations, Modifications, and Alternates for Instruction and Assessment. State Assessment Series, Maryland/Kentucky Report 5.

Maryland State Dept. of Education, Baltimore.; National Center on Educational Outcomes, Minneapolis, MN.

Spons Agency—Special Education Programs (ED/OSERS), Washington, DC.

Pub Date—1999-12-00

Contract—H023F50008

Note—26p.

Available from—NCEO Publications Office, 350 Elliott Hall, 75 E. River Road, Minneapolis, MN 55455 ($8). Tel: 612-624-8561; Fax: 612-624-0879; Web site: http://www.coled.umn.edu/nceo.

Pub Type— Reports - Evaluative (142)

EDRS Price – MF01/PC02 Plus Postage.

Descriptors—*Academic Accommodations (Disabilities), Compliance (Legal), *Disabilities, *Educational Assessment, Educational Policy, Elementary Secondary Education, State Programs, *Student Participation

Identifiers—Individuals with Disabilities Educ Act Amend 1997, *Testing Accommodations (Disabilities)

This report addresses issues on the use of accommodations, modifications, or alternatives for students with disabilities in large-scale educational assessment programs. First, a set of definitions from current literature and the 1997 Individuals with Disabilities Education Act are offered. The importance of agreement between instructional and assessment staff at the state, district, and school levels on the meaning and use of accommodations is stressed. A table presents Maryland's accommodations for scheduling, setting, equipment/technology, presentation, and responses. Another table summarizes possible modifications by the skill areas of mathematics, reading, written expression, scheduling and organization, and handwriting. A distinction is then made between "alternate assess-

ment" and "alternative assessment." The following sections address the duration of uses of, limitations of, and procedure and process of accommodations, modifications, and alternates. Discussion of the importance of matching purposes of assessment and assessment decisions and decisions about students "in a gray area" with respect to curriculum and testing follows. (Contains 16 references.) (DB)

ED 440 513 EC 307 803

Ysseldyke, Jim Thurlow, Martha Seyfarth, Allison Bielinski, John Moody, Mark Haigh, John

Instructional and Assessment Accommodations in Maryland. State Assessment Series, Maryland/Kentucky Report 6.

National Center on Educational Outcomes, Minneapolis, MN.; Maryland State Dept. of Education, Baltimore.

Spons Agency—Special Education Programs (ED/OSERS), Washington, DC.

Pub Date—1999-12-00

Contract—H023F50008

Note—50p.

Available from—NCEO Publications Office, 350 Elliott Hall, 75 E. River Road, Minneapolis, MN 55455 ($8). Tel: 612-624-8561; Fax: 612-624-0879; Web site: http://www.coled.umn.edu/nceo.

Pub Type— Reports - Research (143) — Tests/Questionnaires (160)

EDRS Price – MF01/PC02 Plus Postage.

Descriptors—*Academic Accommodations (Disabilities), Data Analysis, Data Collection, *Disabilities, *Educational Assessment, Elementary Secondary Education, Grades (Scholastic), *Individualized Education Programs, *State Programs, *Student Participation, Surveys

Identifiers—*Maryland, Maryland School Performance Assessment Program, *Testing Accommodations (Disabilities)

This study examined the relationship between instructional and assessment accommodations for students with disabilities in grades 1-8 on the Maryland state tests comprising the Maryland School Performance Assessment Program. The study evaluated the Individualized Education Programs (IEPs) of 280 students with disabilities in four local education agencies. Results are reported for the following: special education characteristics of the sample; grades received; instructional accommodations; instructional modifications; accountability information for the sample; and testing accommodations. The study found that overall (84 percent), students' instructional accommodations matched those provided for statewide testing. However, common problems of poor documentation concerning accommodations, especially in testing situations, were also found. An additional finding was that instructional accommodations did not appear to be providing these students with an unfair advantage in school grades when compared to other students. The data collection survey used to evaluate IEPs is appended. (DB)

ED 440 514 EC 307 804

Thurlow, Martha Ysseldyke, Jim Bielinski, John House, Allison Trimble, Scott Insko, Bill Owens, Cindy

Instructional and Assessment Accommodations in Kentucky. State Assessment Series, Maryland/Kentucky Report 7.

National Center on Educational Outcomes, Minneapolis, MN.; Kentucky State Dept. of Education, Frankfort. Bureau of Vocational Education.

Spons Agency—Special Education Programs (ED/OSERS), Washington, DC.; Maryland State Dept. of Education, Baltimore.

Pub Date—2000-01-00

Contract—H023F50008

Note—27p.

Available from—NCEO Publications Office, 350 Elliott Hall, 75 E. River Road, Minneapolis, MN 55455 ($8). Tel: 612-624-8561; Fax: 612-624-0879; Web site: http://www.coled.umn.edu/

nceo.

Pub Type— Reports - Research (143) — Tests/Questionnaires (160)

EDRS Price – MF01/PC02 Plus Postage.

Descriptors—*Academic Accommodations (Disabilities), *Disabilities, *Educational Assessment, Elementary Secondary Education, Grades (Scholastic), State Programs, *Student Participation, Surveys

Identifiers—*Kentucky, Kentucky Instructional Results Information System, *Testing Accommodations (Disabilities)

This study examined the relationship between instructional and assessment accommodations for students with and without disabilities participating in the Kentucky Instructional Results Information System (KIRIS). The study evaluated the educational records of 78 students with disabilities and 51 students from the general population. Results are reported for instruction and test accommodations and for course grades and KIRIS performance. The study found a high degree of match between the use of instructional accommodations and the use of testing accommodations in the KIRIS administration for students with disabilities. Most of these accommodations were in place prior to the testing year and were still being used 2 years later. Students receiving special education services were not generally as successful in their classroom grades or their KIRIS scores as students not receiving special education services. However, there was a lack of correlation between KIRIS scores and student grades for students with disabilities. Finally, students receiving modified instruction tended to receive lower KIRIS scores than other students. Overall, the study validated that most accommodations provided during testing are those provided during instruction. The data collection survey used to evaluate educational records is appended. (DB)

ED 440 515 EC 307 805

Marion, Scott F. Sheinker, Alan

Issues and Consequences for State-Level Minimum Competency Testing Programs. State Assessment Series. Wyoming Report 1.

National Association of State Directors of Special Education, Alexandria, VA.; National Center on Educational Outcomes, Minneapolis, MN.; Council of Chief State School Officers, Washington, DC.

Spons Agency—Special Education Programs (ED/OSERS), Washington, DC.; Wyoming State Dept. of Education, Cheyenne.

Pub Date—1999-01-00

Note—36p.

Available from—NCEO Publications Office, 350 Elliott Hall, 75 E. River Road, Minneapolis, MN 55455; Tel: 612-624-8561; Fax: 612-624-0879; Web site: http://www.coled.umn.edu/nceo ($10).

Pub Type— Reports - Evaluative (142)

EDRS Price – MF01/PC02 Plus Postage.

Descriptors—*Academic Standards, *Disabilities, Educational Assessment, Elementary Secondary Education, Instructional Effectiveness, *Minimum Competency Testing, *State Programs, *Student Evaluation, *Theory Practice Relationship

Identifiers—Wyoming

This report reviews the current status, empirical findings, theoretical issues, and practical considerations related to state-level minimum competency testing programs. It finds that, although two-thirds of current testing programs now use direct writing prompts to assess writing achievement, essentially all programs rely on multiple choice tests to measure knowledge in the other subject areas. It also concludes that empirical evidence regarding the effectiveness of minimum competency testing programs is mixed. It reports improved achievement in basic reading and mathematics skills, especially when curriculum focuses on the same basic skill items found on the tests. However, the report also finds evidence of unintended negative effects of minimum competency testing programs, including lack of transfer to higher order skills, increased dropout rates (especially for minority and low achieving students), a narrowing of the curriculum to test content, corruptibility of high stakes tests,

and testing time as time taken from teaching. Overall, the report finds a conflict between minimum competency and standards-based assessment systems since competency testing essentially contradicts current mandates for having students learn rigorous content standards. It recommends against mandating a state-level minimum competency program. (Contains 28 references.) (DB)

ED 440 516 EC 307 806

Elliott, Judy Bielinski, John Thurlow, Martha DeVito, Pat Hedlund, Ellen

Accommodations and the Performance of All Students on Rhode Island's Performance Assessment. State Assessment Series, Rhode Island Report 1.

National Center on Educational Outcomes, Minneapolis, MN.; Rhode Island State Dept. of Education, Providence.

Spons Agency—Special Education Programs (ED/OSERS), Washington, DC.

Pub Date—1999-06-00

Contract—H159C500004

Note—34p.

Available from—NCEO Publications Office, 350 Elliott Hall, 75 E. River Road, Minneapolis, MN 55455 ($8). Tel: 612-624-8561; Fax: 612-624-0879; Web site: http://www.coled.umn.edu/nceo.

Pub Type— Numerical/Quantitative Data (110) — Reports - Research (143)

EDRS Price – MF01/PC02 Plus Postage.

Descriptors—*Disabilities, *Educational Assessment, Grade 4, Health Education, Intermediate Grades, Mathematics, *Mathematics Achievement, Student Evaluation, *Student Participation, Tables (Data), *Writing Achievement, Writing Skills

Identifiers—*Rhode Island, *Testing Accommodations (Disabilities)

This report provides analysis and discussion of the 1996 Rhode Island State Assessment Program performance for grade 4 in mathematics, writing, and health education. It addresses the effects of accommodations and the inclusion of all students in these state assessments, examining some of the characteristics of tests administered to students with disabilities. The study found that approximately 95 percent of students with disabilities participated in the assessments; that the most commonly used accommodations for students receiving special education services were oral presentation, resource room setting, and repeated directions; that there was no evidence that use of accommodations resulted in an unfair advantage; that extended time was the most used accommodation by all students, and this accommodation resulted in higher performance than any other accommodation; and that students with disabilities consistently performed lower than peers without disabilities. (DB)

EF

ED 440 517 EF 005 271

State Relocatable Classroom Program.

California State Dept. of General Services, Sacramento. Office of Public School Construction.

Pub Date—1999-01-00

Note—13p.; Includes all necessary forms.

Available from—Web site: http://www.opsc.ca.gov/htm.

Pub Type— Guides - Non-Classroom (055)

EDRS Price – MF01/PC01 Plus Postage.

Descriptors—Elementary Secondary Education, *Public Schools, *Relocatable Facilities, *State School District Relationship

Identifiers—California, *Regulatory Programs

This handbook provides process information on California's relocatable classroom program and contains the application process, information on preparing for delivery of relocatable classroom(s), district responsibilities of relocatable classroom(s), and documentation required for reimbursements. Regulations regarding special circumstances such as building plans and alter-

ations, removal/relocation of state relocatable classrooms, and district purchasing or "buyout" of state relocatable classroom(s). Furniture and equipment regulations conclude the document. (GR)

ED 440 518   EF 005 272
Deferred Maintenance Program Handbook.
California State Dept. of General Services, Sacramento. Office of Public School Construction.
Pub Date—1999-03-00
Note—24p.
Available from—Web site: http://www.op-sc.ca.gov/htm.
Pub Type— Guides - Non-Classroom (055)
EDRS Price – MF01/PC01 Plus Postage.
Descriptors—Elementary Secondary Education, *Guidelines, Public Schools, *School Maintenance, *State School District Relationship
Identifiers—California, *Deferred Maintenance, *Regulatory Programs
This handbook provides process information on California's Deferred Maintenance Program, including a description of the administering body of law. Chapters discuss the program's process on the topics of basic/additional apportionment, fund release (basic/additional and critical hardship), the Deferred Maintenance Five-Year Plan, district deposit, project expenditures, critical hardship apportionment, multiple critical hardship apportionments, and funding priority for critical hardship projects. Appendices provide the life expectancy of school facilities components, and a review of the most commonly asked questions. (GR)

ED 440 519   EF 005 278
State School Facility Programs Overview.
California State Dept. of General Services, Sacramento. Office of Public School Construction.
Pub Date—1999-00-00
Note—8p.
Available from—Web site: http://www.op-sc.ca.gov/htm.
Pub Type— Reports - Descriptive (141)
EDRS Price – MF01/PC01 Plus Postage.
Descriptors—*Educational Facilities Improvement, Elementary Secondary Education, *Public Schools, *School Construction, *School Maintenance, *State Aid, *State School District Relationship
Identifiers—California, *Regulatory Programs
This overview examines California's various State Allocation Board's funding programs for the construction, modernization, and maintenance of local school facilities. Funding information is provided for each program as are explanations of the school facility program construction process and the lease purchase program. The organizational chart for the Office of Public School Construction concludes the document. (GR)

ED 440 520   EF 005 292
Office of Public School Construction Applicant Handbook.
California State Dept. of General Services, Sacramento. Office of Public School Construction.
Pub Date—1998-04-00
Note—125p.
Available from—California Department of Public Services, Office of Public School Construction, 1130 K St., Suite 400, Sacramento, CA 95814. For full text: http://www.dgs.ca.gov/opsc/default.htm.
Pub Type— Guides - Non-Classroom (055)
EDRS Price – MF01/PC05 Plus Postage.
Descriptors—*Construction Management, *Educational Facilities Improvement, Elementary Secondary Education, *Guidelines, *Public Schools, *School Construction, Site Selection
Identifiers—*Apportionment (Legislative), California
This handbook provides guidance on applying and gaining apportionment for public school construction in California; the procedures for site selection, and the development of cost estimates and construction plans; and guidance on preparing for the construction phase and bid approval. Final sections cover change orders and the close-out audit of expenditures. Appendices provide information on the 50/50 program, cost sharing, the restricted

maintenance account, transfer of apportionment, seismic retrofit, reimbursements, hardship status, construction management, abandonment and/or rehabilitation, environmental impact documents, geographic adjustment factors, and Disabled Veteran Business Enterprise Contract Participation Goal. (GR)

ED 440 521   EF 005 659
Russell, Liz
Learning through Landscapes School Grounds Toolkit [and] Activity Pack.
Learning through Landscapes Trust, Winchester (England).
Report No.—ISBN-1-872865-29-1
Pub Date—1999-00-00
Note—103p.; Support provided through the Department of Environment, Transport, and the Regions, Esso, and Marks and Spencer.
Available from—The Green Brick Road, 429 Danforth Ave., Ste. 408, Toronto, ON, Canada M4K 1P1 ($48.50). Tel: 800-473-3638 (Toll Free); Web site: http://www.gbr.org/.
Pub Type— Guides - Non-Classroom (055) — Non-Print Media (100)
Document Not Available from EDRS.
Descriptors—Data Collection, *Educational Facilities Improvement, Elementary Schools, Foreign Countries, *Guidelines, *Planning, Public Schools
Identifiers—*School Yards
This informational packet provides guidelines to help schools make the most of their school grounds and contains the following: a handbook; a loose leaf activity pack; videotape; and poster. The handbook provides information on each stage of the school ground development/change process, offers the rationale for improving school grounds, and lists the various resources and organizations available for assistance. The activity pack provides basic activities to support each stage in the change process. The activities help guide in the collection of data and idea development. The videotape is divided in sections to accompany each stage of the process. The poster, placed in a prominent position, will help administrators communicate to the wider community as to what is being done. (GR)

ED 440 522   EF 005 688
Guidebook to the School Facility Program.
California State Dept. of General Services, Sacramento. Office of Public School Construction.
Pub Date—2000-02-00
Note—81p.; Prepared on behalf of the State Allocation Board.
Available from—State Allocation Board, 1130 K Street, 4th Floor, Sacramento, CA 95814. Tel: 916-445-3160; Fax: 916-445-5526. For full text: http://www.opsc.dgs.ca.gov.
Pub Type— Guides - Non-Classroom (055)
EDRS Price – MF01/PC04 Plus Postage.
Descriptors—*Educational Finance, Elementary Secondary Education, *Grants, *Guidelines, *Public Schools, *State Aid, *State Programs, State School District Relationship
This guidebook assists California school districts in applying for and obtaining "grant" funds for new construction and modernization projects of its public schools under the provisions of the Leroy F. Greene School Facilities Act of 1998. It provides direction on accessing the processes leading to project approvals, insight into the various features of the School Facilities Program (SFP), and suggestions on how to make the funding system as efficient as possible. An overview of the SFP is provided followed by chapters addressing specific points of the SFP such as project development activities, the application for eligibility, new construction funding, facility hardship grants, and additional SFP requirements and features. Appendices provide state agency contact information; information on potential state agency involvement, state facility program required forms, and services matrix; and a summary of bond allocations and deferred maintenance allocations. (GR)

ED 440 523   EF 005 697
Bovbjerg, Barbara D.
School Facilities Construction Expenditures Have Grown Significantly in Recent Years. Report to the Chairman, Committee on Education and the Workforce, House of Representatives.
General Accounting Office, Washington, DC.
Report No.—GAO/HEHS-00-41
Pub Date—2000-03-00
Note—36p.
Available from—U.S. General Accounting Office, P.O. Box 37050, Washington, DC 20013 Web site: http://www.gao.gov. (first copy free, additional copies $2 each; 25% discount on 100 or more copies mailed to a single address). Tel: 202-512-6000; Fax: 202-512-6061; TDD: 202-512-2537.
Pub Type— Reports - Research (143)
EDRS Price – MF01/PC02 Plus Postage.
Descriptors—*Educational Facilities Improvement, Elementary Secondary Education, *Public Schools, *School Construction, *School District Spending, *State Aid
This report examines how states and local school districts have been dealing with the issues facing their public school facilities, including: (1) the trends since 1990 in elementary and secondary school construction expenditures and how these expenditures were divided between land, buildings, and equipment; (2) trends since 1990 in the amount of expenditures for elementary and secondary school construction by type of school and type of construction; and (3) the amounts and mix of state and local funding for elementary and secondary school construction. Data show a 39 percent increase in elementary and secondary school construction annual expenditures. Most of the increase was for new buildings; expenditures for equipment such as heating and air conditioning systems only slightly increased during the eight-year period. It also reveals most of the construction expenditures was for construction of primary schools and high schools, and most of the contract spending was for new facilities and additions to existing facilities, with less being spent on renovations. Fifteen states provided little or no funding in 1998-99. Appendices provide the scope and methodology of the research, statistical tables, and comments from the Department of Education. (GR)

ED 440 524   EF 005 698
Facility Management Child Care Resource Book. Child Care Operations Center of Expertise.
General Services Administration, Washington, DC. Public Buildings Service.
Pub Date—1999-07-00
Note—114p.
Available from—For full text: http://www.gsa.gov/pbs/centers/child/child.htm.
Pub Type— Guides - Non-Classroom (055)
EDRS Price – MF01/PC05 Plus Postage.
Descriptors—*Day Care Centers, *Guidelines, Preschool Children, Preschool Education, *School Maintenance, *School Safety, *School Security
Identifiers—*Facility Management, General Services Administration
This guidebook provides maintenance and operations guidelines for managing General Services Administration (GSA) child care centers within the same standards and level of a GSA operated facility. Areas covered address cleaning standards and guidelines; equipment funding and inventory; maintenance of living environments and problem areas; checklists for school safety, health, and security; designing and remodeling; and playground maintenance. Also covered are the roles and responsibilities of child care providers, and comments on operation costs and quality. Final sections address issues on fundraising such as legal considerations and steps to fundraising success. (GR)

ED 440 525   EF 005 701
Bingler, Steven
Concordia Papers. All for One: Inclusion in the Learning Environment [and] Common Ground [and] E Pluribus Unum: The New

American Community School [and] The Lincoln Plan.
Pub Date—1996-00-00
Note—13p.
Available from—For full text: http://www.concordia.com/Papers.html.
Pub Type— Collected Works - General (020)
EDRS Price – MF01/PC01 Plus Postage.
Descriptors—Access to Education, *Educational Facilities Design, *Educational Trends, Elementary Secondary Education, *Equal Education, Public Schools, *Special Needs Students
Identifiers—*Learning Environment
Four papers are presented on learning environments, accommodating special needs students, and educational facility design and construction trends towards integration and inclusion. The first paper, "All for One: Inclusion in the Learning Environment," addresses the change from a tendency of educational facility design and construction to exclude special needs students to more inclusive and community-friendly facilities today. The second paper, "Common Ground," explores educational facility design that is now responding to the evolving curriculum of interdisciplinary, hands-on, and integrated learning. The third paper, "E Pluribus Unum: The New American Community School," explores the emerging trend towards integration and inclusion in educational facility design. The fourth paper, "The Lincoln Plan," examines the designing of educational facilities as thematic learning centers, each with an integrated curriculum covering all of the necessary core content and with its own interdisciplinary team for implementation. (GR)

ED 440 526   EF 005 703
Sussman, Carl
Building for the Future: A Guide to Facilities Loan Funds for Community-Based Child and Family Services.
Pub Date—2000-01-05
Note—61p.; Prepared for The Finance Project of Washington, D.C.
Available from—For full text: http://www.financeproject.org/facilityfund.htm.
Pub Type— Guides - Non-Classroom (055)
EDRS Price – MF01/PC03 Plus Postage.
Descriptors—*Community Programs, *Credit (Finance), Early Childhood Education, *Facility Improvement, *Financial Support
Identifiers—Capitalization (Economics), *Family Support, Loan Counseling, *Loan Programs
This guidebook assesses the feasibility and potential impact a specialized lending program might have on the capital needs of community-based child and family services. It explains the need for quality facilities and how physical space can affect child care quality and the program's impact. Also described are the problems associated with capital loans for these services. The paper examines how facilities loan funds directly improve access to credit and how they can have broader indirect impact on the level of capital investment in community programs. Types of loan funds are examined, as are the characteristics of a lender's capital structure, lending policies, several start-up strategies, and capitalization loan strategies used by other institutions. Appendices provide a glossary, a proforma for the Child Care Capital Investment Fund (CCCIF), information from the Community Development Financial Institutions Fund, case studies of two sample CCCIF loans, a sample of a loan fund application, and a sample of loan program guidelines. A list of resources concludes the document. (Contains 16 resources.) (GR)

ED 440 527   EF 005 704
North Carolina Public Schools Facilities Guidelines.
North Carolina State Dept. of Public Instruction, Raleigh.
Pub Date—2000-03-00
Note—77p.
Available from—For full text: http://www.school-

clearinghouse.org/pubs.
Pub Type— Guides - Non-Classroom (055)
EDRS Price – MF01/PC04 Plus Postage.
Descriptors—Classroom Design, *Educational Facilities Design, *Educational Facilities Improvement, *Educational Facilities Planning, Educational Legislation, Elementary Secondary Education, *Guidelines, *Public Schools, *School Construction
Identifiers—*North Carolina
This document provides school systems and designers with design information that can be used as a basis for new schools, additions, and renovations when building public schools in North Carolina. Further, it serves as a planning guide for those in the process of building or renovating school facilities. The guidelines detail minimum requirements for each area of an educational facility, allowing for minor deviations in spatial requirements where design efficiency dictates. Comments and recommendations are offered for each area's guidelines. Appendices present the General Statute for erecting school buildings, feasibility and cost analysis required by the statute, class sizes and teacher allotments, suggested sizing for media center main rooms, recommended lighting systems with illumination levels, and forms for use when deviations from the guidelines are required. (GR)

ED 440 528   EF 005 705
Soldner, Bob
School Facilities Report: The Results of a Statewide Survey To Determine the Physical Condition and Capacity of Wisconsin's Public Schools.
Wisconsin State Dept. of Public Instruction, Madison.
Pub Date—2000-01-00
Note—30p.
Available from—Division for Finance and Management, School Management Services and Federal Aids, 125 S. Webster St., P.O. Box 7841, Madison, WI 53707-7841 (Bulletin No. 00159). Tel: 608-266-2803; Web site: http://www2.dpi.state.wi.us/facsrvy/.
Pub Type— Numerical/Quantitative Data (110) — Tests/Questionnaires (160)
EDRS Price – MF01/PC02 Plus Postage.
Descriptors—*Building Obsolescence, Data Collection, *Educational Facilities, Elementary Secondary Education, *Public Schools, *School Safety, *School Size, Student School Relationship
Identifiers—*Wisconsin
This report documents survey results in three areas concerning Wisconsin public schools: data on the physical structure and mechanical features of the school building; data on school safety issues; and information on the educational appropriateness and suitability of the school buildings. Appendices provide the school facility survey; and lists of school districts participating, and not participating, in the survey. Ultimately, 373 school districts (87.6% of the 426 districts) completed the survey on the conditions in 1,589 individual school buildings (85.1% of the estimated 1,868 individual school buildings, including partnership and charter schools). (GR)

ED 440 529   EF 005 706
Plympton, Patricia Conway, Susan Epstein, Kyra
Daylighting in Schools: Improving Student Performance and Health at a Price Schools Can Afford.
National Renewable Energy Lab (DOE).
Report No.—NREL/CP-550-28049
Pub Date—2000-06-16
Contract—DE-AC36-99-GO10337
Note—11p.; Presented at the American Solar Energy Society Conference (Madison, Wisconsin, June 16, 2000).
Pub Type— Reports - Research (143)
EDRS Price – MF01/PC01 Plus Postage.
Descriptors—*Academic Achievement, *Cost Effectiveness, *Educational Facilities Improve-

ment, Elementary Secondary Education, *Energy Conservation, *Light, Public Schools
Identifiers—*Health Outcomes
This document discusses evidence regarding daylighting and student performance and development, and presents four case studies of schools that have cost effectively implemented daylighting into their buildings. Case studies reveal that design and construction strategies that incorporate daylighting do not significantly increase cost over conventionally designed schools. Students do benefit in increased performance and general health when school designs incorporate daylighting in the schools. Design tips are included as are resources for information on daylighting and other renewable energy and energy-efficient technologies for schools. (Contains 27 references.) (GR)

FL

ED 440 530   FL 025 111
Duell, Barry Gregory, Wayne
Hands across the Water: A Pan-Pacific Collaborative English Language Teaching Project.
Tokyo International University (Japan). School of Business and Commerce.
Pub Date—1997-09-20
Note—21p.
Journal Cit—Journal of Tokyo International University, School of Business and Commerce; n56 p120-137 1997
Pub Type— Journal Articles (080) — Reports - Descriptive (141)
EDRS Price – MF01/PC01 Plus Postage.
Descriptors—College Students, *Computer Uses in Education, *Cooperation, Cooperative Learning, *English (Second Language), Foreign Countries, Higher Education, Japanese, Participative Decision Making, Program Descriptions, Second Language Instruction, Second Language Learning, Teaching Methods, *World Wide Web
Identifiers—Japan, Oregon (Salem), Willamette University OR
This article describes a collaborative project between an English language class in Japan and one in the United States. The institutions involved were Tokyo International University (TIU), located in Kawagoe, Saitama, Japan, and its branch campus, Tokyo International University of America (TIUA) in Salem, Oregon. This project created an interactive learning environment via the World Wide Web, in which Japanese students collaborated to construct an online exchange of cultural and linguistic information. The project had two phases. Phase one was a trial run of the collaborative course, and phase two built upon what was learned in phase one to create a better course. The project had three goals: (1) to provide a collaborative model for a collaborative course involving TIU and TIUA faculty and students; (2) to provide students participating in the project the opportunity to more fully refine their English language skills by transforming the traditional teacher/student dichotomy and empowering students to learn through mentoring; and (3) to explore and showcase the various ways technology, specifically the World Wide Web, can be used to create an interactive language learning environment. It was concluded that the introduction of computer and Internet skills into the course helped stimulate students to learn English. (Contains 12 references.) (KFT)

ED 440 531   FL 026 220
Woodward, Tessa, Ed.
The Teacher Trainer: A Practical Journal Mainly for Modern Language Teacher Trainers, 1999.
Report No.—ISSN-0951-7626
Pub Date—1999-00-00
Note—110p.; Published three times per year.
Available from—The Teacher Trainer, Pilgrims House, Orchard Street, Canterbury, Kent CT2 8AP, United Kingdom (23 British pounds).
Journal Cit—The Teacher Trainer: A Practical Journal Mainly for Modern Language Teacher

Trainers.; v13 n1-3 Spr-Aut 1999
Pub Type— Collected Works - Serials (022)
EDRS Price – MF01/PC05 Plus Postage.
Descriptors—Adult Education, Classroom Tech-
niques, Elementary Secondary Education, En-
glish (Second Language), Foreign Countries,
Instructional Improvement, *Professional Con-
tinuing Education, Professional Development,
Second Language Instruction, Second Lan-
guage Learning, Teacher Education, *Teacher
Education Programs, *Teacher Educator Educa-
tion, Teacher Educators, Teacher Improve-
ment, Teaching Methods
Identifiers—United Kingdom
This document includes the following articles:
"How To Avoid Being a Fly on the Wall"; "Prob-
lem-Solving Strategies for Mentors"; "Support
Materials for CEELT Courses: The Pedagogic
Potential of Past Papers"; "EFL Teachers Solving
Their Own Dilemmas"; "The Editor Talks to the
President of TESOL"; "Introduction to NELLE and
the Teacher Accreditation Project"; "Adding Group
Process to the TT Agenda"; "A Few Words from the
COBUILD Project"; "Using Trainees' Diaries for
Assessment: Type of Entry and Technical Terminol-
ogy"; "A Way of Getting from Classroom Tactics to
Talk of Beliefs and Values"; "Inside Team Teach-
ing"; "The Stress Factor in a Short, Assessed Pre-
Service Teacher Training Course"; "The Proxemics
of Lesson Planning"; "Trainer Language in Post-
Observation Feedback Sessions"; "Karen Johnson
'Teachers Understanding Teaching'"; "When Were
You Last in the Primary Classroom?"; "Novice
Teacher in the Staffroom"; "Is Anybody Listening
to Me?"; "The AAR Technique in Teacher Develop-
ment"; "Using Classroom Data as a Basis for Feed-
back Sessions"; "Cognitive Dissonance on
Assessed Training Courses"; "A Case-Study: Pre-
teaching Vocabulary for a Writing Task"; "Kathleen
Graves Talks about 'Teachers as Course Develop-
ers'." Also included are book reviews and the fol-
lowing regular series: Observation and Feedback,
Session Plan, Workshop Report, Trainer Back-
ground, Interview, Language Matters, Author's
Corner, Meet a Colleague, Current Research, Pro-
cess Options, Trainee Voices, and Publications
Received. (KFT)

ED 440 532   FL 026 221
Tong, Douglas M.
**Sequencing and Grading in Task-Based Sylla-
bus Design: The State of the Art.**
Pub Date—1999-08-00
Note—192p.; M.Ed. Paper, Brock University, St.
Catharines, Ontario.
Pub Type— Dissertations/Theses (040)
EDRS Price – MF01/PC08 Plus Postage.
Descriptors—*Cognitive Processes, *Course De-
scriptions, *Developmental Tasks, *Difficulty
Level, *English (Second Language), Foreign
Countries, Interlanguage, Language Process-
ing, Learning Theories, Second Language In-
struction, Second Language Learning, *Task
Analysis
Identifiers—Canada
This review examined the sequencing and grad-
ing of tasks in English-as-a-Second-Language
(ESL) task-based learning pedagogy. Recent
research on task-based learning has focused on cog-
nition and the role that cognitive processes play in
determining the ease or difficulty of any particular
task. It is argued that an understanding of the effects
on the learner of task properties such as cognitive
load, task complexity, code complexity, and
demands on attentional resources will help alert
teachers and syllabus designers to the relative ease
or difficulty that a task represents for the learner.
This understanding will in turn make it easier for
the teacher or syllabus designer to construct appro-
priate graded learning experiences for the ESL
learner. The purpose of this research was to ascer-
tain whether this focus on cognition is a new and
significant development in task-based learning ped-
agogy or an updated argument to solidify prior the-
oretical positions in the debate on the purpose of
task-based learning. It is concluded that analyses of
recent studies and proposals for task-based learning
suggesting that task-based learning methodology

should adopt a more systematic learning approach
is not adequately supported by evidence. (KFT)

ED 440 533   FL 026 222
Carreon, Edwina S. Balarbar, Corazon V.
A Paradigm for EST Materials Preparation.
Pub Date—1997-03-14
Note—20p.; Paper presented at the Annual Meet-
ing of the Teachers of English as a Second or
Other Language (Orlando, FL, March 14,
1997).
Pub Type— Guides - Non-Classroom (055) — Re-
ports - Research (143) — Speeches/Meeting Pa-
pers (150)
EDRS Price – MF01/PC01 Plus Postage.
Descriptors—Curriculum Development, *English
For Science And Technology, *English for
Special Purposes, Foreign Countries, Instruc-
tional Material Evaluation, *Instructional Ma-
terials, Lesson Plans, *Material Development,
Media Adaptation, Models, Professional Devel-
opment, Second Language Instruction, Second
Language Learning, *Teacher Developed Mate-
rials, Teacher Education
Identifiers—Philippines
In many countries, suitable English for special
purposes (ESP) textbooks and materials are difficult
to find. ESP teachers and program coordinators
often must develop their own materials, but prepar-
ing such materials requires training. One model that
has served as a guide to numerous ESP materials
projects is the Hutchinson and Waters' model. This
model consists of the following components: input,
content, language, and task. In describing their
model, Hutchinson and Waters present ample
explanations and examples for illustration. While
the model explains what materials should or can
contain and what sequence lessons and exercises
can take, it does not thoroughly explain the process
of conceptualizing, planning, and writing materials
for a group of learners. This document presents a
process-oriented model for materials development
and preparation and is geared for use by untrained
ESP teachers. The nine-step model describes the
steps involved in planning, developing, and design-
ing materials and points out the necessary back-
ground knowledge needed to assemble appropriate
lessons for the target group of learners. The steps, in
order of operation, include the following: reviewing
the existing materials; identifying goals for the
materials project; developing a plan for the design
of the materials and the collaboration arrangement;
gathering and collecting prose and non-prose texts;
evaluating collected texts for potential tasks and
exercises; drafting tasks, exercises, and units; revis-
ing the material; training teachers and staff; and
piloting the materials. Contains one diagram and 14
references. (KFT)

ED 440 534   FL 026 223
Porras, Silvia
Vulnerable Refugees. Discussion Paper.
Pub Date—1998-04-18
Note—15p.
Pub Type— Reports - Descriptive (141)
EDRS Price – MF01/PC01 Plus Postage.
Descriptors—Acculturation, Adult Education, Bi-
lingual Education, *English (Second Lan-
guage), Ethnic Relations, Foreign Countries,
French, Immigration, Language Minorities,
*Latin Americans, Limited English Speaking,
*Literacy, *Refugees, Second Language In-
struction, Second Language Learning, *Social
Integration, Spanish, Spanish Speaking, Suc-
cess, Undocumented Immigrants
Identifiers—*Canada, Native Language
This document considers the position, plight, and
needs of recent Central American immigrants to
Canada. It seeks to answer three questions: What
kind of support do they need? What kind of pro-
grams can respond to their needs? How can they be
helped to integrate into Canadian society? Several
facts are uncovered, and conclusions are reached
based on anecdotal information. Among the find-
ings are these: Most of these immigrants come from
rural areas in their own countries and have limited
or no literacy in their native Spanish. They are often
very unfamiliar with what basic appliances are in
Canada (e.g., stoves). They encounter significant

ethnic and racial-based hostility and prejudice from
Canadian citizens. Many untrue and largely nega-
tive stereotypes about them are widely believed.
Recommendations are made for effectively teach-
ing these immigrants to survive and thrive in Can-
ada. Immigrant success stories are chronicled in a
number of vivid examples. It is concluded that the
acquisition of literacy skills in Spanish is a neces-
sary first step before acquiring similar literacy in
English or French. Literacy is viewed as more than
just reading and writing, but a necessary tool for
problem solving in every-day life in a modern soci-
ety. Other useful resources are provided. (KFT)

ED 440 535   FL 026 224
Liu, Kristin Thurlow, Martha
**Limited English Proficient Students' Participa-
tion and Performance on Statewide Assess-
ments: Minnesota Basic Standards Reading
and Math, 1996-1998. Minnesota Report.**
National Center on Educational Outcomes, Min-
neapolis, MN.
Report No. —NCEO-MR-19
Pub Date—1999-09-00
Note—14p.;   For   full   text: http://
www.coled.umn.edu/nceo/OnlinePubs/
MnReport19.html. For another Minnesota Re-
port, see FL 026 225.
Pub Type— Reports - Research (143)
EDRS Price – MF01/PC01 Plus Postage.
Descriptors—Academic Standards, *Achieve-
ment Tests, English (Second Language), Grade
8, Intermediate Grades, Junior High Schools,
Language Minorities, *Language Proficiency,
*Limited English Speaking, *Mathematics
Achievement, Mathematics Tests, *Reading
Achievement, Reading Tests, Refugees, Sec-
ond Language Instruction, Second Language
Learning, Spanish, Spanish Speaking, *State
Standards
Identifiers—*Minnesota
This report provides an analysis of the participa-
tion and performance of students with limited
English proficiency (LEP) in the 1996, 1997, and
1998 Basic Standards of Reading and Math tests
given to all 8th grade students in Minnesota annu-
ally. There is very limited availability of data on the
performance of LEP students on these tests because
they are exempt from such tests in all but six states.
The few states that do report such data report it in a
variety of noncomparable ways, making serious
longitudinal studies difficult if not impossible. If
the goal of the current educational reform move-
ment is for all students to reach the standards set by
the state in which they reside, more data about how
LEP students are progressing toward this goal needs
to be generated and made available. The purpose of
this report is to begin this type of systematic and
thorough examination of academic progress of LEP
students. Minnesota initiated its statewide assess-
ment in 1996 with the goal of including as many
LEP students as possible. Thus far, the participation
of LEP students in basic standards testing is high;
patterns in the data are similar for "all students" and
LEP students in many areas, but passing rates for
LEP students are generally significantly lower,
especially in reading; more than the 3 years of lon-
gitudinal data presented in this report are needed to
draw more defensible conclusions. (KFT)

ED 440 536   FL 026 225
*Liu, Kristi Thurlow, Martha Thompson, Sandy
Albus, Deb*
**Participation and Performance of Students
from Non-English Language Backgrounds:
Minnesota's 1996 Basic Standards Tests in
Reading and Math. Minnesota Report.**
National Center on Educational Outcomes, Min-
neapolis, MN.
Report No. —NCEO-MR-17
Pub Date—1999-01-00
Note—17p.;   For   full   text: http://
www.coled.umn.edu/nceo/OnlinePubs/
MnReport17.html. For another Minnesota Re-
port, see FL 026 224.
Pub Type— Reports - Research (143)
EDRS Price – MF01/PC01 Plus Postage.
Descriptors—*Achievement Tests, Bilingual Edu-
cation, Cambodian, Elementary Secondary Ed-

ucation, *English (Second Language), Hmong, Language Minorities, *Language Proficiency, Lao, *Limited English Speaking, *Mathematics Achievement, Mathematics Tests, Native Speakers, *Reading Achievement, Reading Tests, Refugees, Russian, Second Language Instruction, Second Language Learning, Spanish, Spanish Speaking, State Standards, Uncommonly Taught Languages, Vietnamese
Identifiers—*Minnesota

In the assessment literature, a general recommendation has been to disaggregate scores and other data for students with limited English proficiency (LEP). This has rarely been done for most non-English language background (NELB) students in the United States, with the partial exception of Spanish speakers. Nationwide Spanish speakers make up the largest group of LEP/NELB students, but in Minnesota Southeast Asian students make up the largest single group of students with a language other than English spoken at home. While LEP/NELB students share some common characteristics, there are enough noteworthy differences to justify separate studies. This document reports on the achievement of LEP/NELB students from the largest seven language groups in Minnesota (Hmong, Spanish, Vietnamese, Lao, Cambodian, African languages, Russian) during the 1995-1996 school year when the Basic Standards Tests were first implemented. The data also records whether the student received any English-as-a-Second Language (ESL) or bilingual services during that school year. While the results may not surprise ESL teachers, it should be informative to policymakers. Seven tables with detailed test results are presented for all language groups. (Contains 19 references.) (KFT)

ED 440 537   FL 026 226
Huang, Jingzi
Students' Major Difficulties in Learning Mandarin Chinese as an Additional Language and Their Coping Strategies.
Pub Date—2000-00-00
Note—25p.
Pub Type— Reports - Research (143) — Tests/Questionnaires (160)
EDRS Price – MF01/PC01 Plus Postage.
Descriptors—Classroom Techniques, College Students, *Coping, *Difficulty Level, Learning Activities, *Learning Strategies, *Mandarin Chinese, Postsecondary Education, Questionnaires, Second Language Learning, Study Skills

This study investigates the major difficulties experienced and perceived by students of Chinese as an additional language (CAL), as well as the coping strategies they employed. It is a qualitative, 8-week case study that attempts to provide descriptions and analyses of a particular group of learners' learning difficulties and their coping strategies within specific contexts. Data include classroom observations, tape recordings, questionnaires, and formal interviews with students. Major questions addressed are twofold: What are the major difficulties in learning CAL, and how do difficulties differ among the learners? How do learners cope with their difficulties and how varied are the strategies among them? It is concluded that depending on the number of variables, different students may experience a variety of difficulties in learning CAL and adopt different coping strategies for the same difficulty. An awareness of this may help the teacher diagnose the students' language learning difficulties more effectively and accordingly provide more effective instruction. Two research questions arise from this study: What are the real obstacles that prevent students from overcoming difficulties no matter how hard they try? Are there any strategies in addition to the ones adopted by the students in this study that can help others overcome their difficulties more efficiently? Thirty-five references and two appendices (the student questionnaire and interview guidelines) are included. (KFT)

ED 440 538   FL 026 227
Maddahian, Ebrahim Sandamela, Ambition Padi
Academic English Mastery Program: 1998-99 Evaluation Report.

Los Angeles Unified School District, CA. Research and Evaluation Branch.
Report No. —LAUSD-REB-781
Pub Date—2000-03-00
Note—51p.
Pub Type— Reports - Evaluative (142) — Tests/Questionnaires (160)
EDRS Price – MF01/PC03 Plus Postage.
Descriptors—*Black Dialects, Elementary Secondary Education, *English, *Instructional Effectiveness, Language Proficiency, Metalinguistics, *Nonstandard Dialects, Program Effectiveness, Second Language Instruction, Second Language Learning, *Standard Spoken Usage, Student Evaluation, Writing Evaluation
Identifiers—*African Americans, *Los Angeles Unified School District CA

This document evaluates the effectiveness of the Los Angeles Unified School District's Academic English Mastery Program, a program designed to serve students whose lack of proficiency in standard American English is an impediment to academic performance. This study used random sampling, experimental and control groups, and three principle data collection instruments (writing and speaking language assessment measures, teacher surveys, and observation checklists). Three main conclusions are drawn: (1) The Academic English Mastery program is an effective program for improving academic use of the English language for African American speakers of non-mainstream English; better utilization of the program improved student progress, and program effectiveness can be improved if teachers are motivated to implement and utilize program principles to their fullest extent; and teachers with more experience and education are more successful in improving student achievement. Given these results, recommendations are made for expanding the program, including focusing on other nonstandard English language minorities in future program evaluations and conducting longitudinal studies to examine the long-term impact of the program. Included are an executive summary, several tables, an explanation of purposes and methods, a summary of findings, conclusions and recommendations, two appendices (the teacher survey and the observation matrix), and extensive references. (KFT)

ED 440 539   FL 026 230
Shieh, Robert J. J.
The Community of Learning for Foreign Language Learners: Two Language Projects for Learning Spanish.
Pub Date—1997-00-00
Note—10p.
Journal Cit—Pennsylvania Language Forum; v69 p7-12 1997
Pub Type— Journal Articles (080)
EDRS Price – MF01/PC01 Plus Postage.
Descriptors—Adult Education, *Classroom Techniques, Communicative Competence (Languages), Ethnography, *Interaction, Language Experience Approach, Second Language Instruction, Second Language Learning, Social Cognition, *Spanish, Teaching Methods, *Whole Language Approach
Identifiers—Language Acquisition Device, Vygotsky (Lev S)

If communicative competence is defined by and organized around culturally-framed and linguistically-patterned communicative plans and goals and the linguistic resources of interactive practices, then interaction in the classroom is employed to create social engagement in regularly occurring interactive practices where communicative learning can be realized. The critical property in foreign language learning, therefore, is an environment where social interaction helps learners construct frameworks of interaction and participation. The purpose of this paper is to offer two projects for Spanish language learners that serve as a vehicle for creating these interactive practices where communicative competence is exercised. The two projects are called "Language Learners as Ethnographers" and "Language Learners as Co-playwrights." The target learners are adults of intermediate or adult Spanish. Both projects provide cognitive demands

designed to appeal to adults, are collaborative in nature, and employ the whole language approach. It is essential that learner interaction be meaningful interaction. Not all group work creates equally useful or productive interaction. The projects described here put students to work doing something appropriate to their interests and level of skill, maturity, and life experience. A literature review and extensive scholarly references are included into the fabric of the article. (KFT)

ED 440 540   FL 026 237
Cary, Stephen
Working with Second Language Learners: Answers to Teachers' Top Ten Questions.
Report No.—ISBN-0-325-00250-9
Pub Date—2000-00-00
Note—142p.
Available from—Heinemann, 88 Post Road West, P.O. Box 5007, Westport, CT 06881 ($14). Tel: 800-793-2154 (Toll Free); Web site: http://www.heinemann.com.
Pub Type— Books (010) — Guides - Non-Classroom (055)
Document Not Available from EDRS.
Descriptors—Bilingual Education, Class Activities, *Classroom Techniques, Elementary Secondary Education, English (Second Language), Language Acquisition, Language Minorities, Language Proficiency, Learning Strategies, Limited English Speaking, Nonstandard Dialects, Professional Development, Second Language Instruction, *Second Language Learning, Spanish, Teacher Education, *Teaching Methods

This book aims to provide practical, research-informed answers to the questions most frequently asked by teachers of second language learners. Every question targets one of the key instructional issues teachers must address to ensure success for their second language students. Included among the questions are: How do I assess a student's English? How do I make my spoken language more understandable? How do I get my reluctant speakers to speak English? How do I make a difficult textbook more readable? How do I teach grade-level content to English beginners? How do I find useful information on a student's cultural background? How do I support the student's first language when I don't speak the language? How do I help students improve their English writing? How do I minimize communication conflicts in a multilingual classroom? Actual stories from the classroom let readers watch and listen in on a variety of K-12 teachers as they frame and implement workable answers to these questions. Reflections following each classroom story pinpoint solid instructional practices and suggest additional strategies and techniques for building language and giving second language learners access to the core curriculum. A special reference and resource section contains numerous books, journals, Web sites, and professional organizations. An appendix of acronyms and a detailed index is also included. (KFT)

ED 440 541   FL 026 238
O Laoire, Muiris, Ed. Stenson, Nancy, Ed.
Journal of Celtic Language Learning.
North American Association for Celtic Language Teachers.
Report No.—ISSN-1078-3911
Pub Date—2000-00-00
Note—86p.; Published annually.
Available from—ERIC Document Reproduction Service, 7420 Fullerton Road, Suite 100, Springfield, VA 22153-2852. Tel: 800-443-3742 (Toll Free).
Journal Cit—Journal of Celtic Language Learning; v5 2000
Pub Type— Collected Works - Serials (022)
EDRS Price – MF01/PC04 Plus Postage.
Descriptors—Class Activities, Classroom Techniques, Foreign Countries, Higher Education, *Irish, Language Acquisition, *Language Maintenance, Language Typology, Second Language Instruction, Second Language Learning, Sociolinguistics, Teacher Education, Teaching

Methods, Uncommonly Taught Languages, Welsh

Identifiers—Ireland, United Kingdom

This journal is an international review for researchers and teachers of modern Celtic languages. This volume contains seven articles. There are three research articles: "Issues in the Design of Irish Credited Courses" (Thomas W. Ihde); "Learning Irish for Participation in the Irish Language Speech Community outside the Gaeltacht" (Muiris O Laoire); and "Gaelic Language Maintenance Typologies and Constructs" (Kara A. Smith). There are two articles under the heading of Teaching Forum: "What Do You Do When the Teacher Needs a Teacher?" (Donall MacNamara); and "Taking the 'Aching' out of 'Teaching': Fun and Games in the Classroom" (Maray A. Watson). There are two review articles: "Johnstone, R.M., Thorpe, G., MacNeil M. and Stranding, R. (1999). The Progress and Attainments of Pupils Receiving Gaelic Medium Education" (Kara A. Smith); and "Jones, Mari C. Language Obsolescence and Revitalization: Linguistic Change in Two Sociolinguistically Contrasting Welsh Communities" (Kevin J. Rottet). Some aqrticles contain references. (KFT)

ED 440 542   FL 026 240

Riley, Richard W.

Excelencia Para Todos—Excellence for All: The Progress of Hispanic Education and the Challenges of the New Century. Remarks as Prepared for Delivery by U.S. Secretary of Education, Richard W. Riley (Bell Multicultural High School, Washington, DC, March 15, 2000).

Department of Education, Washington, DC.

Pub Date—2000-03-15

Note—18p.

Available from—For full text: http://www.ed.gov/Speeches/03-2000/000315.html.

Pub Type— Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price – MF01/PC01 Plus Postage.

Descriptors—*Academic Achievement, Bilingual Education, Bilingual Students, Culturally Relevant Education, Dropouts, Elementary Secondary Education, English (Second Language), *Hispanic American Students, Immigration, Language Minorities, Limited English Speaking, Multicultural Education, Parent School Relationship, Parent Teacher Cooperation, *School Community Relationship, School Construction, School Role, School Space, Second Language Instruction, Second Language Learning, Spanish Speaking, Teacher Recruitment, Teacher Shortage, Technology Education

Identifiers—*Latinos

The main theme of Richard W. Riley's speech is the importance of quality education to America's Latino community. The speech outlines a series of challenges for the 21st century: the promise of language and the need for Latinos to learn English with the aid of bilingual education; the need to meet increasing demand for quality teachers, especially for limited English proficiency (LEP) students; the need to raise Latino student achievement and lower their dropout rate; the importance of building links between the schools and the wider community; and the need to build more schools and to modernize and expand existing schools to accommodate expanding and changing student populations. Riley cites a report recently released by the Department of Education that details a number of effective policies and strategies the Department has identified that can and should be implemented to address the main challenges for the new century. The full speech touches upon the range of contemporary issues facing K-12 public education in the United States. (KFT)

ED 440 543   FL 026 241

Riley, Richard W.

The Growing Importance of International Education. Remarks as Prepared for Delivery by U.S. Secretary of Education Richard W. Riley (La Maison Francaise, Washington, DC, April 19, 2000).

Department of Education, Washington, DC.

Pub Date—2000-04-19

Note—17p.

Available from—For full text: http://www.ed.gov/Speeches/04-2000/000419.html.

Pub Type— Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price – MF01/PC01 Plus Postage.

Descriptors—Cultural Exchange, Decentralization, *Educational Technology, English (Second Language), Foreign Countries, Higher Education, *Human Capital, *International Education, International Educational Exchange, Second Language Instruction, Second Language Learning, Teacher Recruitment, Teacher Shortage, Technology Education

This speech by Richard W. Riley asserts that education is becoming a more important component of modern society and is absolutely crucial for any society wishing to modernize. The wealth of any nation in the information age is dependent upon its human capital, which is valuable in direct proportion to its level of education and training. There are a number of factors that bear directly on the quality of education; one is technology. Technology can and is transforming education. It is a powerful tool to supplement teacher training and preparation. Teacher quality is also crucial, and there is a growing shortage of talented, well-qualified teachers around the world, especially in the fields of math and science. Decentralization is a growing trend in education around the world, as countries with strong traditions of centralized educational institutions look for ways to capture the dynamism and innovation that may accompany a loosening of central control. The demand for higher education is increasing most rapidly, and is direct function of the growing importance of technology and the importance of human capital; it is higher education that most effectively makes people "capital intensive." A function of growing globalization of the world's economy is an increasing level of international educational exchanges. Advancing education around the world is in the interest of all nations and all people. (KFT)

ED 440 544   FL 026 243

Shin, Sarah J.

Language Alternation as a Resource in the Classroom: A Pragmatic Perspective on Korean American Children.

Pub Date—2000-04-00

Note—38p.; Paper presented at a roundtable discussion at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).

Pub Type— Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price – MF01/PC02 Plus Postage.

Descriptors—Bilingual Education, Bilingual Students, *Code Switching (Language), Elementary Secondary Education, English (Second Language), Foreign Countries, Immigrants, *Korean, *Korean Americans, Language Usage, Linguistic Borrowing, Native Speakers, Second Language Instruction, Second Language Learning, Sociolinguistics

This paper reports findings from a study of bilingual language alternation by first grade Korean-American schoolchildren. Growing up as members of the Korean immigrant community in New York City, the children in this study all entered school with Korean as their mother tongue, and at the time of the investigation, alternated between Korean and English. English is acquired as a second language during childhood and becomes an important medium of communication both in school and in the community. This study examines how bilingual language alternation is used in the learning context of a mainstream classroom by a group of students who share the same mother tongue. The bilingual children were found to strategically employ language alternation to structure their discourse, to negotiate the language for the interaction, and to accommodate other participants' language competencies and preferences. Contrary to the assumption that code-switching is evidence of a linguistic deficit in bilingual speakers, the sequential analysis reveals that code-switching is used as an additional means to communicate the speaker's rhetorical meanings to others. Code-switching was deliberately used as a contextualization strategy. These findings have implications for creating a conducive learning environment for linguistic minority students in a mainstream classroom. (Contains 23 references.) (KFT)

ED 440 545   FL 026 244

Martinez, Robert D.

Assessment: A Development Guidebook for Teachers of English-Language Learners. Second Edition.

Northwest Regional Educational Lab., Portland, OR. Assessment and Evaluation Program.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—1999-04-00

Contract—RJ96006501

Note—255p.; For related documents, see FL 026 245 (trainer's manual) and FL 026 246 (workshop materials).

Pub Type— Guides - Classroom - Teacher (052) — Tests/Questionnaires (160)

EDRS Price – MF01/PC11 Plus Postage.

Descriptors—*Academic Achievement, Databases, Elementary Secondary Education, *English (Second Language), Instructional Materials, *Language Proficiency, Language Tests, Limited English Speaking, Mathematics Skills, Measures (Individuals), *Performance Based Assessment, Reading Skills, Scoring Formulas, Second Language Instruction, Second Language Learning, *Student Evaluation, *Student Placement, Teaching Guides, Teaching Methods, Worksheets

Identifiers—Content Area Teaching, Native Language

This guidebook is intended to assist the classroom teacher in developing assessments for English language learners (ELLs). More specifically, it will: help the teacher to determine whether a student may be an ELL; measure native-language proficiency or the English language proficiency of an ELL; determine initial instructional placement for an ELL in mathematics or reading; measure the academic achievement of an ELL in their native language or in the English language; and provide information on the development of databases to be used in monitoring student performance on the assessments administered. This guidebook is intended for classroom teachers who are currently challenged in determining criteria to be included in the development of performance-based assessments for their ELLs. The responsibility of developing the tasks is that of the teacher. The book includes various checklists, scoring rubrics, sample performance-based tasks, and scoring sheets. In addition to an extensive bibliography and a comprehensive guide to resources and assistance centers in the Northwest United States, there are three appendices: a reader's own scoring guide; a six-trait analytical writing assessment model; and an E.A.R.—a conceptual framework for the traits of competent oral communication. (Contains 53 references.) (KFT)

ED 440 546   FL 026 245

Martinez, Robert D.

Trainer's Manual. Assessment: A Development Guidebook for Teachers of English Language Learners.

Northwest Regional Educational Lab., Portland, OR. Assessment and Evaluation Program.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—1999-04-00

Contract—RJ96006501

Note—166p.; For related documents, see FL 026 244 (guidebook) and FL 026 246 (workshop materials).

Pub Type— Guides - Classroom - Teacher (052)

EDRS Price – MF01/PC07 Plus Postage.

Descriptors—*Academic Achievement, Databases, Elementary Secondary Education, *English (Second Language), Instructional Materials, *Language Proficiency, Language Tests, Limited English Speaking, Mathematics Skills, *Performance Based Assessment, Reading Skills, Second Language Instruction, Second Language Learning, *Student Evaluation, *Stu-

dent Placement, Teacher Educator Education, Teacher Educators, Teaching Guides, Teaching Methods, Worksheets

Identifiers—Content Area Teaching, Native Language

Because the current reform movement in education stresses the need for performance-based student assessments, it is imperative to train teachers to conduct the most appropriate and effective performance-based assessments of English language learners (ELLs). Accordingly, the purpose of this trainer's manual is to assist the teacher educator in conducting workshops for teachers using the guidebook, "Assessment: A Development Guidebook for Teachers of English Language Learners," and the related workshop materials. The general purpose of this training manual is to help the teacher educator provide teachers of ELLs with information on the six most important aspects of assessment development: proven reform initiatives; content and performance standards; guidelines to consider when assessing ELLs; use of testing accommodations with ELLs; mechanisms that could be used when initially identifying ELLs; and elements to be included in databases for ELLs. More specifically, the teacher educator must learn to provide teachers of ELLs with the following: criteria that could be included in the development of performance based assessment tasks; checklists of criteria related to specific content standards; scoring rubrics; sample performance-based tasks; and sample scoring sheets. This manual provides numerous sample checklists, scoring sheets, testing rubrics, and three appendices containing workshop overhead transparencies, workshop checklists, and sample performance-based tasks. (KFT)

ED 440 547   FL 026 246

Workshop Materials. Assessment: A Development Guidebook for Teachers of English-Language Learners.

Northwest Regional Educational Lab., Portland, OR. Assessment and Evaluation Program.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—1999-04-10

Contract—RJ96006501

Note—167p.; For related documents, see FL 026 244 (guidebook) and FL 026 245 (trainer's manual).

Pub Type— Guides - Classroom - Teacher (052)

EDRS Price – MF01/PC07 Plus Postage.

Descriptors—Academic Achievement, Databases, Elementary Secondary Education, *English (Second Language), Instructional Materials, *Language Proficiency, Limited English Speaking, Mathematics Skills, *Performance Based Assessment, Reading Skills, Second Language Instruction, Second Language Learning, *Student Evaluation, *Student Placement, Teaching Guides, Teaching Methods, Worksheets

Identifiers—Content Area Teaching

These workshop materials, meant to accompany the trainer's manual to "Assessment: A Development Guidebook for Teachers of English-Language Learners," consist of individual sheets suitable for making clear transparencies and paper copies as needed for overhead transparencies, workshop participant handouts, and examples of performance-based tasks. The workshop materials help the teacher educator provide teachers of English language learners (ELLs) with information on the six most important aspects of assessment development: proven reform initiatives; content and performance standards; guidelines to consider when assessing ELLs; use of testing accommodations with ELLs; mechanisms that could be used when initially identifying ELLs; and elements to be included in databases for ELLs. (KFT)

ED 440 548   FL 026 247

Amrein, Audrey

Dual Language Asymmetry: Symbolic Inequalities.

Pub Date—2000-04-00

Note—20p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28,

2000).

Available from—For full text: http://www.public.asu.edu/~ala3171/.

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price – MF01/PC01 Plus Postage.

Descriptors—*Code Switching (Language), Elementary Secondary Education, English (Second Language), Equal Education, *Immersion Programs, Language Minorities, Limited English Speaking, Second Language Instruction, Second Language Learning, Socioeconomic Influences, *Spanish, *Spanish Speaking

Identifiers—*Asymmetry (Language), *Two Way Bilingual Education

The intent of this paper is to examine dual language instruction by describing a 50-50 language immersion program operating at Leigh Elementary School in Phoenix, Arizona. Specifically examined are the challenges encountered as school personnel worked to provide language minority students with greater opportunities to learn in six dual language classroom settings. The paper is divided into three parts: methodology, findings, and feedback. Individuals that favor dual language programs contend that because dual language practice relies upon a reciprocal approach, dual language students acquire dual language proficiency without the need for teachers to translate from one language to another. This result depends on instructional, resource, and student symmetry. In practice, however, asymmetry was found in all three areas. Instructional code switching asymmetry was found in effect with advantaged native English-speaking students. English teachers were monolingual, while Spanish speaking teachers were bilingual. There was a tendency for Spanish-speaking teachers to clarify their instructions in English for native English-speaking students (code switch) as needed, while such translation (code switching) was not available to native Spanish-speaking children. Furthermore, contrary to program guidelines, the acquisition of English was given priority over the acquisition of Spanish. Spanish language resources were generally of inferior quality and quantity to English language resources, and the school was never able to attain a stable 50-50 ratio of native English- and Spanish-speaking students. A literature review and bibliography are included. (KFT)

ED 440 549   FL 026 248

Volk, Dinah de Acosta, Martha

Sibling Support for Bilingual Kindergartners' Developing Literacy.

Pub Date—2000-04-00

Note—29p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).

Pub Type— Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price – MF01/PC02 Plus Postage.

Descriptors—Bilingual Education Programs, Churches, Clergy, Comparative Analysis, Educational Environment, English (Second Language), Family Environment, Hispanic American Students, *Interaction, Kindergarten, Kindergarten Children, Limited English Speaking, *Literacy, Primary Education, Puerto Ricans, Second Language Instruction, Second Language Learning, *Siblings, *Sociocultural Patterns, Socioeconomic Influences, Spanish, Spanish Speaking

This article examines the literacy events of two Puerto Rican kindergartners and their interactions with siblings and cousins of similar age. This work is part of a broader study that analyzes and describes literacy events in bilingual classrooms, homes, and churches of Spanish-dominant Puerto Rican beginning readers. Using a qualitative approach, the study examined the children's interactions with print and with other people (teachers, pastors, parents, peers, siblings, extended family members). These events are analyzed for similarities and differences in the three settings. The main questions guiding this research are the following: Who are the teachers in the children's homes, churches, and classrooms? What do they believe about literacy and their role in the process? What

literacy events do children participate in and what are the literacy practices of these events? What strategies for teaching and learning are co-constructed by the children and their teachers? In this study the strategies used by the children are compared with those of the teacher in the children's bilingual kindergarten. (KFT)

ED 440 550   FL 026 249

JALT Journal, 1997.

Japan Association for Language Teaching, Tokyo.

Report No.—ISSN-0287-2420

Pub Date—1997-00-00

Note—364p.

Available from—JALT Central Office, Urban Edge Bldg. 5F, 1-37-9 Taito, Taito-Ku. Tokyo 110 Japan. Tel: 81-3-3837-1630.

Language—English, Japanese

Journal Cit—JALT Journal; v19 n1-2 May-Nov 1997

Pub Type— Collected Works - Serials (022)

EDRS Price – MF01/PC15 Plus Postage.

Descriptors—Advertising, Code Switching (Language), Contrastive Linguistics, Critical Thinking, *English (Second Language), Essay Tests, Foreign Countries, Interlanguage, *Japanese, Poetry, Pronunciation, Second Language Instruction, Second Language Learning, Student Evaluation, Teaching Methods

Identifiers—Australia, Japan

The 1997 issues of "JALT Journal" include the following articles: "Influence of Learning Context on Learners' Use of Communication Strategies"; "The Eiken Test: An Investigation"; "Assessing EFL Student Progress in Critical Thinking with the Ennis-Weir Critical Thinking Essay Test"; "Contrastive Rhetoric in Letter Writing"; "Japanese EFL Learners' Test-Type Related Interlanguage Variability"; "Codeswitching in EFL Learner Discourse"; "Japanese and American Television Commercials: A Cultural Study with TEFL Applications"; "Validating a Questionnaire on Confidence in Speaking English as a Foreign Language"; "On Reading-Writing Relationships in First and Foreign Languages"; "Teaching with Music: A Comparison of Conventional Listening Exercises with Pop Song Gap-Fill Exercises"; "Learning Pronunciation and Intonation of Japanese through Drama by Beginning Language Students: A Case for Reflective Journals"; "Course Design and Delivery of Hospitality Japanese in Australia" (in Japanese); "Empathy and Teacher Development"; "Answer, Please Answer! A Perspective on Japanese University Students' Silent Response to Questions"; "A Poem in the Process: Haiku as an Alternative to Brainstorming." Issues include articles, research forum, perspectives, and review sections. (Contains extensive references.) (KFT)

ED 440 551   FL 026 250

Gronna, Sarah Chin-Chance, Selvin Abedi, Jamal

Differences between the Performance of Limited English Proficient Students and Students Who Are Labeled Proficient in English on Different Content Areas: Reading and Mathematics.

Pub Date—2000-04-28

Note—20p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).

Pub Type— Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price – MF01/PC01 Plus Postage.

Descriptors—Achievement Tests, Comparative Analysis, Elementary Education, *English (Second Language), Grade 3, Grade 5, Grade 7, Language Proficiency, *Limited English Speaking, *Mathematics Skills, *Public Speaking, *Reading Skills, Second Language Learning, Student Evaluation, *Test Bias

Identifiers—Content Area Teaching, *Hawaii

Research indicated that English language proficiency may influence student performance, and that standardized assessments may be biased against students who have limited English proficiency (LEP). This study investigated the influence of language on student performance differences in reading and mathematics. The content area of reading

was selected because assessment of performance is necessarily affected by students' language background and English language proficiency. Mathematics was selected because assessment performance may not be affected by the demand for English language proficiency. Research questions examined the performance differences in mathematics and reading scores between students who were identified as LEP and general education students who were labeled proficient in English (non-LEP). Student performance varied between LEP and non-LEP. LEP mathematics scores indicate a higher level of "over achievement" in mathematics above reading scores when compared to the reading and mathematics scores of non-LEP students; this is especially true of calculation type mathematics problems versus word type mathematics problems. An appendix includes assessment data for grades 3, 5, and 7. (KFT)

ED 440 552   FL 801 365

McKay, Sandra Lee, Ed. Wong, Sau-ling Cynthia, Ed.

New Immigrants in the United States: Readings for Second Language Educators. Cambridge Language Teaching Library.

Report No.—ISBN-0-521-66798-4

Pub Date—2000-00-00

Note—473p.

Available from—Cambridge University Press, 40 West 20th Street, New York, NY 10011-3166 (hardback: ISBN-0-521-66087-4, $69.95; paperback: ISBN-0-521-66798-4, $26.95). Tel: 800-872-7423 (Toll Free); Web site: http://www.cup.org.

Pub Type— Books (010) — Collected Works - General (020)

Document Not Available from EDRS.

Descriptors—*Acculturation, Bilingual Education, Bilingualism, Colonialism, Cubans, Cultural Pluralism, Elementary Secondary Education, *English (Second Language), Foreign Countries, Hmong People, *Immigrants, Korean Americans, Language Minorities, Language Skill Attrition, Language Usage, Limited English Speaking, Political Attitudes, Refugees, Second Language Instruction, Second Language Learning, Social Integration, Spanish, Spanish Speaking

Identifiers—El Salvador, Language Shift, Mexico, Puerto Rico

Articles include the following: "The Flowering of America: Linguistic Diversity in the United States" (R. Macias); "The American Linguistic Mosaic: Understanding Language Shift in the United States" (C. Veltman); "Bilingualism and Language Use Among Mexican Americans" (G. Valdes); "Puerto Ricans in the United States: Confronting the Linguistic Repercussions of Colonialism" (A. Zentella); "Speaking in Cuban: The Language of Cuban Americans" (R. Otheguy, O. Garcia, A. Roca); "The Linguistic Situation of Central Americans" (J. Lipski); "English Language Learners of Vietnamese Background" (C. Chung); "The Language Situation of the Hmong, Khmer, and Laotian Communities in the United States" (M. Lopez); "English Language Learners of Chinese Background: A Portrait of Diversity" (S. Wong, M. Lopez); "Korean Americans' Language Use" (P. Min); "The Language Situation of Filipina/os: Diversity and Complexity" (J. Cordova); "Soviet Immigrants in the United States: Issues in Adjustment" (E. Hinkel); "At Home with English: Assimilation and Adaptation of Asian Indians in the United States" (K. Sridhar, S. Sridhar); "English Language Learners and Educational Investments" (S. McKay); "Legal Investment in Multilingualism" (R. Moran); and "Investment, Acculturation, and Language Loss" (B. Norton). (Adjunct ERIC Clearinghouse for ESL Literacy Education) (KFT)

ED 440 553   FL 801 366

McGrail, Loren

Representation & Redistricting.

Literacy South, Durham, NC.

Pub Date—2000-00-00

Note—9p.

Pub Type— Guides - Classroom - Teacher (052)

EDRS Price – MF01/PC01 Plus Postage.

Descriptors—Adult Education, *Census Figures, Community Size, Democracy, *English (Second Language), Ethnic Discrimination, Ethnic Groups, *Hispanic Americans, Language Minorities, Language Teachers, *Lesson Plans, Political Issues, Politics, Population Growth, Racial Composition, Second Language Instruction, Second Language Learning, Self Determination, *Voting Rights

Identifiers—*North Carolina

This guide is targeted to teachers of intermediate or advanced English as a Second Language (ESL). It provides three 1-hour lesson plans on the topic of the importance of participation in the 2000 U.S. census. The paper asserts that it is critical for minorities who have historically been undercounted and under-represented in the U.S. Congress to participate and be counted, that this is especially important in light of court challenges to the 'majority-minority' congressional district in North Carolina. Furthermore, it is especially important to count the 300,000 residents of Latino origin who have settled in North Carolina since the last census. The goal is to help ESL teachers provide their students with information and the chance to reflect critically so that they can understand if their interests are represented by their elected congressional representative, to understand how this controversial issue of redistricting affects them directly. The first lesson explains the census and asks who should be counted and why it is important. The second lesson provides concrete examples of what happens when people are counted and undercounted. Finally, the third lesson asks students to formulate their positions on the issues discussed in the previous two lessons and to act accordingly. (Adjunct ERIC Clearinghouse for ESL Literacy Education) (KFT)

ED 440 554   FL 801 368

Notes on Literacy, 1997.

Summer Inst. of Linguistics, Dallas, TX.

Report No.—ISSN-0737-6707

Pub Date—1997-00-00

Note—246p.; Published quarterly.

Available from—International Academic Bookstore, Summer Institute of Linguistics, 7500 West Camp Wisdom Road, Dallas, TX 75236.

Journal Cit—Notes on Literacy; v23 n1-4 1997

Pub Type— Collected Works - Serials (022)

EDRS Price – MF01/PC10 Plus Postage.

Descriptors—*Community Education, English (Second Language), Foreign Countries, *Literacy, *Literacy Education, Native Speakers, Second Language Instruction, Second Language Learning, Teaching Methods, Uncommonly Taught Languages

Identifiers—Africa, Burkina Faso, Ethiopia, Japan

The 1997 volume of "Notes on Literacy," numbers 1-4, includes the following articles: "Community Based Literacy, Burkina Faso"; "The Acquisition of a Second Writing System"; "Appropriate Methodology and Social Context"; "Literacy Megacourse Offered"; "Fitting in with Local Assumptions about Literacy: Some Ethiopian Experiences"; "Gender in Primers"; "Can There Be Writing without Reading?"; "A Serious Attempt To Setup a Community-Owned Literacy Project"; "Education and Development: Is the Relationship Always Positive?"; "The REFLECT Approach Used in an SIL Setting"; "Report on the 42nd Annual Convention of the International Reading Association"; "Literacy and Script Reform in Occupation Japan: Reading between the Lines"; "The Place of Mother Tongue Literacy in Social Development in Three African Contexts"; "When Students Don't Learn, When Schools Don't Teach: Minority School Failure in Perspective." (KFT)

ED 440 555   FL 801 369

A Guide to Integrating Technology into Basic Skills Instruction.

Northwest Regional Literacy Resource Center,

Seattle, WA.

Pub Date—2000-00-00

Note—47p.

Available from—Northwest Regional Literacy Resource Center, 2120 South Jackson Street, Seattle, WA 98144. Tel: 206-587-4988.

Pub Type— Collected Works - General (020) — Guides - Classroom - Teacher (052)

EDRS Price – MF01/PC02 Plus Postage.

Descriptors—Adult Education, *Computer Uses in Education, *Educational Technology, Elementary Secondary Education, *English (Second Language), Instructional Materials, Internet, *Literacy, Second Language Instruction, Second Language Learning, Worksheets, World Wide Web

The Northwest Regional Literacy Resource Center worked in cooperation with the Northwest Educational Technology Consortium and the Northwest Regional Educational Laboratory to learn how best to use a variety of technology-based resources to complement literacy instruction for English-as-a-Second-Language adults. This document comprises a collection of worksheets and handouts designed to assist the literacy educator in using technology in order to facilitate literacy learning. The guide includes lesson plans for creating student Web pages, and integrating the Internet and videotapes into the curriculum. (Contains 15 resources.) (KFT)

ED 440 556   FL 801 370

Holt, Daniel D., Ed. Van Duzer, Carol H., Ed.

Assessing Success in Family Literacy and Adult ESL. Revised Edition. Language in Education: Theory and Practice 95.

Center for Applied Linguistics, Washington, DC.; Delta Systems Inc., McHenry, IL.; National Clearinghouse for ESL Literacy Education, Washington, DC.

Spons Agency—Office of Vocational and Adult Education (ED), Washington, DC.

Report No.—ISBN-1-887744-51-7

Pub Date—2000-00-00

Contract—RR93002010

Note—140p.

Available from—Delta Systems Co., Inc., 1400 Miller Pkwy., McHenry, IL 60050-7030. Tel: 800-323-8270 (Toll Free).

Pub Type— Guides - Classroom - Teacher (052) — ERIC Publications (071)

EDRS Price – MF01/PC06 Plus Postage.

Descriptors—Adult Education, *English (Second Language), Evaluation Methods, *Family English Literacy, Instructional Materials, Literacy, *Literacy Education, Program Development, Program Effectiveness, *Program Evaluation, Second Language Instruction, Second Language Learning, Worksheets

This book provides guidance on developing an effective evaluation plan for adult English language programs, whether in the context of family literacy, workplace and workforce literacy, or general language development. With an emphasis on surveys, interviews, observation measures, and performance samples, the authors show how staff members and learners can gain accurate information about how well they are meeting their goals. Many sample assessment tools and examples of strategies for summarizing and analyzing assessment data designed to be easily adapted to specific classroom conditions are included. Chapter titles include the following: "Approaches to Assessment and Evaluation"; "Integrating Program Planning, Implementation, and Evaluation"; "Initial Assessment: First Step to Success"; "Assessing Progress: Are We Progressing?"; and "Collecting, Analyzing, and Reporting Alternative Assessment Results." Each chapter includes a concise summary, references, and practical examples. (Contains 34 additional resources as well as a glossary and a detailed index.) (KFT)

ED 440 557   FL 801 371

Wiley, Terrence G.

Literacy and Language Diversity in the United States. Language in Education: Theory and Practice 87.

Center for Applied Linguistics, Washington, DC.;

Delta Systems Inc., McHenry, IL.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—ISBN-0-937354-86-4
Pub Date—1996-00-00
Contract—RI93002010
Note—250p.
Available from—Delta Systems Co., Inc., 1400 Miller Pkwy., McHenry, IL 60050-7030. Tel: 800-323-8270 (Toll Free).
Pub Type— Books (010) — Information Analyses (070) — ERIC Publications (071)
EDRS Price – MF01/PC10 Plus Postage.
Descriptors—Adult Education, Bilingual Education, Bilingual Education Programs, Elementary Secondary Education, English (Second Language), English Only Movement, *Language Attitudes, Language Minorities, Limited English Speaking, *Literacy, Multicultural Education, *Multilingualism, Politics of Education, Public Policy, Second Language Instruction, Second Language Learning, Sociocultural Patterns, Sociolinguistics
Identifiers—Biliteracy

This book was written for scholars, policymakers, and educators and provides both an introduction to issues in literacy and language diversity and compelling questions for those who work in the field. Based on national data, the extent of language diversity in the United States is explored; what is known about English literacy, native language literacy, and biliteracy is considered; and what is needed to make informed national policy decisions about this subject is discussed. This book is written from a pro-language diversity point of view and critiques policies and practices that view language diversity as a problem that must be remedied through education. It highlights recent positive developments in adult literacy that incorporate language diversity as a resource. Chapter titles include the following: "Common Myths and Stereotypes about Literacy and Language Diversity in the United States"; "Literacy and the Great Divide: Cognitive or Social?"; "Defining and Measuring Literacy: Uses and Abuses"; "Literacy, Schooling, and the Socioeconomic Divide"; "Language, Diversity, and the Ascription of Status"; "Literacy and Language Diversity in Sociocultural Contexts"; "Contemporary Bilingual Education Theory and the Great Divide"; and "The Impact of Literacy Policies and Practices on Language Minority Learners." Numerous tables, illustrations, and figures appear throughout the text. Each chapter concludes with suggestions for further reading. (Contains an index and approximately 350 references.) (KFT)

HE

ED 440 558   HE 032 743
Klotz, Jack Whiting, Melissa
The Two Sided Mirror: Bringing a Real World Learning Experience to Pre-Service Undergraduate Students in Educational Administration.
Pub Date—1999-11-00
Note—20p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Point Clear, AL, November 17-19, 1999).
Pub Type— Reports - Descriptive (141) — Speeches/Meeting Papers (150)
EDRS Price – MF01/PC01 Plus Postage.
Descriptors—*Administrator Education, *Educational Administration, Elementary Secondary Education, Employment Interviews, *Experiential Learning, Higher Education, Preservice Teacher Education, Principals, *Teacher Selection, Undergraduate Study

This paper describes one university's efforts to bring real-world learning experiences to educational administration students. A joint departmental interaction in training future teachers and administrators led to the design of common experiences that would benefit both student populations. In an Analysis of Teacher Behaviors course, graduate students (future practicing administrators) focused on

traits of effective teachers as they developed potential interview questions to aid screening potential candidates. They also designed a record-keeping device that recorded individual panelist observations and provided a consensus panel evaluation to be given to the teacher candidates. Undergraduate teacher education students, in a course on the principles of teaching high school, used an interview activity to determine their responses to different situations. In a following semester, administration students participated in interview panels in which they rated undergraduate teacher candidates. Appended are the interview rater data sheet, interview feedback comments, undergraduate participant comments on the interview experience, and a sample of graduate administration students' reactions to this learning experience. (SM)

ED 440 559   HE 032 744
Perraton, Hilary Creed, Charlotte
Distance Education Practice: Training and Rewarding Authors. Education Research Report, Serial No. 33.
Department for International Development, London (England).; International Research Foundation for Open Learning, Cambridge (England).
Spons Agency—Commonwealth of Learning, Vancouver (British Columbia).
Report No.—ISBN-1-86192-136-5
Pub Date—1999-00-00
Note—37p.
Available from—Department for International Development, 94 Victoria Street, London SW1E 5JL, England.
Pub Type— Reports - Research (143)
EDRS Price – MF01/PC02 Plus Postage.
Descriptors—Authors, Developing Nations, *Distance Education, Foreign Countries, Higher Education, *Instructional Materials, *Open Universities, Staff Development, Wages
Identifiers—Africa, Asia, Europe

Many educational institutions are developing or expanding open and distance learning (ODL) programs, and all face difficulties ensuring that teaching materials of the right quality are developed on time. This report examines solutions to the problem, focusing on training, policies, and management structures that encourage timely development of good materials. Section 1 examines the training of course development staff in ODL. The data come from: surveys of educational institutions worldwide; case studies; in-house or published training literature; a literature review; and discussions with leading professionals. Two distinctions emerge as critical in developing training policies and practices: the distinction between industrialized and developing countries and between single- and dual-mode institutions. Descriptions of staff and materials development in targeted institutions are offered, as well as an examination of what remains to be done. Section 2 examines policies and management structures designed to encourage timely development of good materials. Surveys of practice in universities and colleges in developing and industrialized countries examine how writers of ODL course materials are rewarded (focusing on payment and benefits provided), and examine some of the policies and practices developed. (SM)

ED 440 560   HE 032 773
Higher Education in Developing Countries: Peril and Promise.
World Bank, Washington, DC.
Report No.—ISBN-0-8213-4630-X
Pub Date—2000-00-00
Note—140p.
Available from—World Bank, 1818 H Street, N.W., Washington, DC 20433. Tel: 202-477-1234; Fax: 202-477-6391; e-mail: books@worldbank.org; Web site: http://www.worldbank.org.
Pub Type— Numerical/Quantitative Data (110) — Reports - Evaluative (142)
EDRS Price – MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—Access to Education, Colleges, Democratic Values, *Developing Nations, *Educational Technology, Enrollment Trends, Foreign Countries, General Education,

*Governance, Government Role, *Higher Education, *Liberal Arts, Sciences
Identifiers—*Public Interest

This publication reports on 18 months of research, debate, and deliberation by the Task Force on Higher Education and Society, convened by the World Bank and UNESCO, to bring together experts from 13 countries to explore the future of higher education in developing nations. The publication's six chapters address: (1) the long-standing problems and new realities faced by higher education, and their implications for developing countries and for higher education; (2) the nature of the public interest in higher education (access, research and knowledge generation, and democratic values); (3) how focusing on higher education as a system will yield the benefits of planned diversification; (4) the need to improve standards of governance; (5) the acute requirement for better science and technology education; and (6) a call to develop imaginative general education curricula for specific students. The Task Force recommends that each developing country make it a national priority to debate and determine what it can realistically expect its higher education system to deliver, and identifies a number of areas where immediate, practical action is needed, including funding, resources, and governance. Seven statistical tables are appended. (Contains 20 references.) (SM)

ED 440 561   HE 032 774
Timpane, P. Michael
Higher Education and the Schools. Perspectives in Public Policy: Connecting Higher Education and the Public Schools.
Institute for Educational Leadership, Washington, DC.; National Center for Public Policy and Higher Education, CA.; State Higher Education Executive Officers Association.
Spons Agency—Office of Vocational and Adult Education (ED), Washington, DC.
Report No. —K-16-R-99-02
Pub Date—1999-12-00
Note—21p.
Available from—Institute for Educational Leadership, 1001 Connecticut Avenue, N.W., Suite 310, Washington, DC 10036 ($15). Tel: 202-822-8405; Fax: 202-872-4050; e-mail: iel@iel.org; Web site: http://www.iel.org.
Pub Type— Opinion Papers (120)
EDRS Price – MF01/PC01 Plus Postage.
Descriptors—Academic Standards, College School Cooperation, Educational Change, Educational Policy, *Elementary Secondary Education, *Higher Education, Inservice Teacher Education, Partnerships in Education, Preservice Teacher Education, Public Education, Public Policy, Urban Education
Identifiers—Professionalism, *Reform Efforts

This report reviews the status of K-12 reform, noting implications for higher education and examining the growing and infrequently noted parallels between the issues faced by K-12 school reformers and higher education. After an introduction, the first section, "Status of School Reform," discusses goals and standards, school-level learning, the professionalism imperative for preservice and inservice training, urban school reform, actual developments in K-12 reform, and school choice and market mechanisms as a countervailing force. The second section, "A New Compact," discusses how higher education and K-12 education can begin to reconsider the nature of their relationship. The third section, "A Modest Proposal," discusses what must be done to improve the relationships between higher education and K-12 education so that they can handle shared issues more effectively and strengthen the programs, policies, and politics of education at every level. (SM)

ED 440 562   HE 032 775
Berkner, Lutz Bobbitt, Larry
Trends in Undergraduate Borrowing: Federal Student Loans in 1989-90, 1992-93, and 1995-96. Statistical Analysis Report. Postsecondary Education Descriptive Analysis Reports.
National Center for Education Statistics (ED),

Washington, DC.
Report No.—NCES-2000-151
Pub Date—2000-03-00
Note—107p.
Available from—ED Pubs, P.O. Box 1398, Jessup, MD 20794-1398. Tel: 202-219-1365; Tel: 887-4ED-Pubs (Toll Free).
Pub Type— Numerical/Quantitative Data (110) — Reports - Descriptive (141)
EDRS Price – MF01/PC05 Plus Postage.
Descriptors—Educational Finance, Federal Government, Higher Education, *Paying for College, Private Colleges, Public Colleges, *Student Financial Aid, *Student Loan Programs, Tables (Data), Tuition, *Undergraduate Students
Identifiers—Family Education Loan Program, Higher Education Act Amendments 1992, National Postsecondary Student Aid Study, Supplemental Loans for Students Program

This publication compares the borrowing patterns of undergraduate students surveyed in the National Postsecondary Student Aid Studies of 1989-90, 1992-93, and 1995-96 who received federal Family Education (Stafford) or Supplemental Loans for Students, based on data from the National Student Loan Data System. The primary purpose of the study was to examine the effects of changes in federal student loan programs resulting from the reauthorization of the Higher Education Act (1992), which increased both the number of students who qualified for loans and the amounts they could borrow. Following an introduction that reviews the background of federal student loans and student loan supply and demand, the report discusses trends in: subsidized and unsubsidized loans; borrowing trends by type of institution; and tuition and borrowing at 4-year public and private non-profit institutions. The report notes that the change in borrowing rates for all undergraduates between 1992-93 and 1995-96 was primarily due to increased borrowing by dependent students; for independent students, total percentage of borrowing did not change, but the percentage of borrowing unsubsidized loans increased substantially. The report also notes that the relationship between tuition levels and borrowing within institutions does not vary directly with tuition levels. Appended are supplemental data tables, a glossary, and technical notes. (SM)

ED 440 563   HE 032 776
University-Community Partnerships: Current Practices.
Department of Housing and Urban Development, Washington, DC. Office of University Partnerships.; Department of Housing and Urban Development, Washington, DC. Office of Policy Development and Research.
Report No.—HUD-1578-PDR
Pub Date—1995-12-00
Note—122p.; For volume III, see HE 032 778.
Available from—HUD USER, P.O. Box 6091, Rockville, MD 20849-6091 (order no. ACCN-HUD6930, $5). Tel: 800-245-2691 (Toll Free).
Pub Type— Reference Materials - Directories/Catalogs (132)
EDRS Price – MF01/PC05 Plus Postage.
Descriptors—Adult Education, Community Services, Educational Research, Higher Education, Outreach Programs, *Partnerships in Education, *School Community Programs, *School Community Relationship, Service Learning, Student Participation, Student Volunteers, Teacher Participation

This publication highlights the work of institutions of higher education and their surrounding communities throughout the United States which, are responding to the responsibilities and possibilities of their educational and social missions by mobilizing their resources in ways that benefit their surrounding communities as well as themselves, creating partnerships that take advantage of their collective resources. In this listing of schools and programs, the institutions are grouped according to the following categories: service learning; service provision; faculty involvement; student volunteerism; community in the classroom; applied research; and major institutional change. For each listing, the

name of the institution, the program, and the president are presented, followed by a brief description of the program. Two indexes by institution name and by contact information are included. (SM)

ED 440 564   HE 032 778
University-Community Partnerships in America: Current Practices. Volume III.
Department of Housing and Urban Development, Washington, DC. Office of University Partnerships.; Department of Housing and Urban Development, Washington, DC. Office of Policy Development and Research.
Pub Date—1999-00-00
Note—269p.; For Volume I, see HE 032 776.
Available from—HUD USER, P.O. Box 6091, Rockville, MD 20849-6091. Tel: 800-245-2691 (Toll-Free).
Pub Type— Reference Materials - Directories/Catalogs (132)
EDRS Price – MF01/PC11 Plus Postage.
Descriptors—Adult Education, Community Services, Educational Research, Higher Education, Outreach Programs, *Partnerships in Education, *School Community Programs, *School Community Relationship, Service Learning, Student Participation, Student Volunteers, Teacher Participation

This publication highlights the work of institutions of higher education and their surrounding communities throughout the United States which are responding to the responsibilities and possibilities of their educational and social missions by mobilizing their collective resources in ways that benefit both the institutions and the communities. In this listing of schools and programs, institutions are grouped according to the following categories: service learning; service provision; faculty involvement; student volunteerism; community in the classroom; applied research; and major institutional change. For each listing, information is provided on the name of the institution, the program, and the president, followed by a brief description of the program. Also included are an alphabetical index of institutions, an index of contact information, and a list of institutions by service categories. (SM)

ED 440 565   HE 032 779
Quinlan, Kathleen M.
Building Bridges: The Scholarly Dimensions of Faculty Beliefs about Engineering Education.
Pub Date—1999-04-20
Note—23p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Quebec, Canada, April 19-23, 1999).
Pub Type— Reports - Research (143) — Speeches/Meeting Papers (150)
EDRS Price – MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—Case Studies, College Faculty, Course Content, Design, *Engineering Education, Higher Education, *Teacher Attitudes, Teacher Role, Teaching Methods, Thermodynamics
Identifiers—*Mechanical Engineering

The educational beliefs of seven mechanical engineering faculty members at one university were examined in the context of their department and the history of the engineering education. Participants were selected to cover the demographic range across the department. Each of the faculty members was interviewed and observed at two points over the course of an academic year. Interviews focused on course syllabi, course goals, course content and structure, teacher role, perceptions of students, student evaluation, and the instructional development agenda for the course. The mechanical engineering department at the university was fractured between its two major divisions (thermosciences and design), with significant social and intellectual differences between the two. Despite commonalities at one level, key differences were found among: the academics' educational beliefs about the nature of the profession; learning goals for students; teaching approaches; and analysis of student difficulties. Illustrative case examples are included. The paper concludes that the faculty beliefs found in this

department of mechanical engineering recapitulate major developments in and professional differences within the field. Implications for research on teaching and faculty development are discussed. (Contains 40 references.) (SM)

ED 440 566   HE 032 780
Rai, Kul B. Critzer, John W.
Affirmative Action and the University: Race, Ethnicity, and Gender in Higher Education Employment.
Report No.—ISBN-0-8032-3934-3
Pub Date—2000-00-00
Note—250p.
Available from—University of Nebraska Press, 233 North 8th Street, Lincoln, NE 68588-0255 ($45). Tel: 800-755-1105 (Toll Free); Fax: 800-526-2617 (Toll Free). Web site: http://www.nebraskapress.unl.edu. ($45).
Pub Type— Books (010) — Reports - Evaluative (142)
Document Not Available from EDRS.
Descriptors—*Affirmative Action, American Indians, Asian Americans, Black Teachers, College Faculty, *Diversity (Faculty), Doctoral Degrees, *Equal Opportunities (Jobs), Ethnic Discrimination, Federal Government, Females, Government Employees, Higher Education, Hispanic Americans, *Personnel Selection, Political Influences, Private Colleges, Public Colleges, Racial Discrimination, Sex Discrimination, Socioeconomic Influences, Tables (Data), Women Faculty

This book examines the impact of affirmative action on higher education hiring practices. Using data from the Equal Employment Opportunity Commission and the U.S. Department of Education's National Center for Education Statistics, the book summarizes, tracks, and evaluates changes in the gender and ethnic makeup of academic and non-academic employees at private and public colleges and universities from the late 1970s through the mid-1990s. The nine chapters include: (1) "A History of Affirmative Action"; (2) "Inequality and Bureaucratic Representation in Government Employment"; (3) "Blacks in Higher Education Employment"; (4) "White Women in Higher Education Employment"; (5) "Hispanics in Higher Education Employment"; (6) "Asians and Native Americans in Higher Education Employment"; (7) "Minority and Female Doctorates"; (8) "The Political and Socioeconomic Determinants of Higher Education Employment"; and (9) "Summary and Conclusions." Results indicate that white males still dominate faculty and administrative positions in higher education, but their grip has loosened, and this trend will continue (as will the same trend in the professional nonfaculty category). White women have made greater gains than minority men or minority women. (Contains approximately 335 endnotes and 48 data tables.) (SM)

ED 440 567   HE 032 781
Jennings, Barbara M. Olivas, Michael A.
Prepaying & Saving for College: Opportunities and Issues. Policy Perspectives No. 3.
College Board, Washington, DC. Washington Office.
Pub Date—2000-03-00
Note—54p.
Available from—College Board Publications, Box 886, New York, NY 10101-0886 ($12 plus $4 shipping and handling). Tel: 800-323-7155 (toll-free); Web site: http://www.collegeboard.org.
Pub Type— Reports - Descriptive (141)
EDRS Price – MF01/PC03 Plus Postage.
Descriptors—*Educational Finance, Family Financial Resources, Higher Education, In State Students, Parent Responsibility, *Paying for College, Postsecondary Education, *State Programs, Statewide Planning, Tuition
Identifiers—*Tuition Prepayment, *Tuition Savings Plans

This publication provides an overview and discusses underlying issues of the college savings and prepaid tuition plans that are emerging in the states. Two papers offer different vantage points on college savings and prepaid plans in financing postsecond-

ary education. The first paper, "The Evolution of State Plans" (Barbara M. Jennings), discusses taxing history, prepayment versus investment plans; treatment of accumulated savings/prepaid tuition when families apply for financial aid; the added value of prepaid tuition plans; pros and cons of various choices; and promoting family responsibility to save. The second paper, "Second Generation Progress and Problems" (Michael A. Olivas), discusses various policy concerns, including: equity implications; institutional implications; and legislative implications. Following the two papers, a colloquy on the issues between Lawrence Gladieux, executive director of the College Board, and the two authors covers such questions as: "Do We Need a National Tuition Savings Plan?" "How Can We Assure Student Choice?" "What Happens in the Next Recession?" "Who Benefits?" and "How Can We Extent the Wonders of Compound Interest to All?" Three appendixes present tables of state prepaid programs, tables of state savings programs, and contact information. (Contains 10 references.) (SM)

ED 440 568   HE 032 782

Comprehensive Statewide Plan for Postsecondary Education.

Nebraska Coordinating Commission for Postsecondary Education, Lincoln.

Pub Date—2000-01-03

Note—70p.

Available from—Coordinating Commission for Postsecondary Education, P.O. Box 95005, Lincoln, NE 68509-5005. Tel: 402-471-2847; Fax: 402-471-2886.

Pub Type— Reports - Descriptive (141)

EDRS Price – MF01/PC03 Plus Postage.

Descriptors—*Access to Education, Accountability, *Educational Needs, Educational Quality, Facility Planning, Institutional Mission, Institutional Role, Partnerships in Education, *Postsecondary Education, Public Education, *State Colleges, Statewide Planning, Student Needs

Identifiers—*Nebraska

The Nebraska Comprehensive Statewide Plan for Postsecondary Education was approved in 1992. Covering the University of Nebraska, the state colleges, community colleges, independent colleges and universities, and private career institutions, the plan is revised periodically to reflect the state's changing needs. Within the plan, six major issues important to higher education in Nebraska have been identified as: assisting institutions in fulfilling roles and missions; facilitating access to postsecondary education; providing leadership in meeting statewide educational needs; promoting the creation of exemplary education institutions; serving as a catalyst for creation of new partnerships; and advocating for operation of strong, efficient institutions. The nine chapters of the report discuss: preparing a comprehensive postsecondary education plan; the Coordinating Commission for Postsecondary Education's vision statement; defining and fulfilling roles and missions; providing access by offering recommendations to increase diversity; creating guidelines for meeting educational needs of students, employers, and citizens; setting guidelines for creating exemplary educational institutions; creating partnerships and educational bridges with businesses and communities; operating high quality institutions within the context of limited resources; and executing a statewide facilities plan. (SM)

ED 440 569   HE 032 783

Quality Review, 1999. CHEA Almanac of External Quality Review.

Council for Higher Education Accreditation, Washington, DC.

Spons Agency—Institute for Higher Education Policy, Washington, DC.

Pub Date—1999-00-00

Note—142p.

Available from—Council for Higher Education Accreditation, One Dupont Circle, NW, Suite 510, Washington, DC 20036-1135 ($55). Tel: 202-955-6126; Fax: 202-955-6129; e-mail:

chea@chea.org; Web site: http://www.chea.org.

Pub Type— Reference Materials - Directories/Catalogs (132) — Reports - Descriptive (141)

EDRS Price – MF01/PC06 Plus Postage.

Descriptors—Accountability, *Accreditation (Institutions), Educational Quality, Elementary Secondary Education, Federal Government, Government Role, Higher Education, *Institutional Evaluation, *Quality Control, State Government, State Standards

Identifiers—*External Evaluation, Ranking, Voluntary Compliance

This almanac provides information about the major participants in external quality review in higher education, listing recognized regional and national accrediting organizations, specialized and professional accrediting organizations, and state agencies, with contact available for each organization and agency. An overview section: discusses the place of external quality review in American higher education; notes the difference between external and internal review and between recognition and accreditation; notes the common elements, standards, and procedures of all recognized accreditors; discusses the review procedures and stages of accreditation; discusses the state quality review and the federal role in quality review; and lists ranking services. It also includes a brief discussion of two emerging trends likely to affect the structure of external quality review of higher education: (1) the growing pattern of voluntary cooperation and coordination among higher education quality reviewers; and (2) the centralized and regulatory form of quality review that is evolving in elementary and secondary education, which is increasingly favored by the public and policymakers and could be applied to higher education. (SM)

ED 440 570   HE 032 785

Shapiro, Daniel

School-to-Work Partnerships and Employer Participation: Evidence on Persistence and Attrition from the National Employer Survey.

National Center for Postsecondary Improvement, Stanford, CA.; Center for Policy Research in Education.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No. —NCPI-TR-2-10

Pub Date—1999-00-00

Contract—R309A60001

Note—44p.

Available from—National Center for Postsecondary Improvement, Stanford University, School of Education, 520 Galvez Mall, 508 CERAS, Stanford, CA 94305-3084 ($5). Tel: 650-723-7724.

Pub Type— Reports - Research (143) — Tests/Questionnaires (160)

EDRS Price – MF01/PC02 Plus Postage.

Descriptors—Apprenticeships, *Career Development, Cooperative Education, *Education Work Relationship, Employer Attitudes, *Employers, Employment Opportunities, High School Students, High Schools, Higher Education, Internship Programs, Mentors, National Surveys, Partnerships in Education, Questionnaires, *School Business Relationship, *Work Experience Programs

Identifiers—School to Work Opportunities Act 1994

Using National Employer Survey data collected during 1997 and 1998, this paper examines the one-year impact on employers of participating in school-to-work partnerships under the 1994 School-to-Work Opportunities Act. In both years the surveys asked about the kinds and numbers of school-to-work activities in which employers engaged, their participation patterns over time, actual provision of work-based learning slots for student, and the impact of partnerships on employers in terms of remedial education, recruitment costs, and youth turnover rates. Respondents were asked the same questions in 1998 as in 1997, which provided an opportunity to examine persistence, dropouts, and expansion. The study found that, overall, 30 percent of employers who had participated in school-to-work partnerships in 1997 had

disengaged by 1998. Employers with the highest participation levels were most likely to increase the extent to which they offered workers remedial training, and those who participated consistently were most likely to provide work-based learning opportunities. Participation was attractive to employers concerned with the skill levels of their youth labor forces. Employers' affiliation with school-to-work partnerships related to decreased firing rates and quit rates for young employees. The National Employer Survey School-to-Work Follow-up Supplement Questionnaire is appended. (Contains 24 references.) (SM)

ED 440 571   HE 032 786

Peterson, Marvin W. Einarson, Marne K. Augustine, Catherine H. Vaughan, Derek S.

Designing Student Assessment To Strengthen Institutional Performance in Doctoral and Research Institutions. Project 5.2, Organizational and Administrative Support for Student Assessment.

Michigan Univ., Ann Arbor. Center for the Study of Higher and Postsecondary Education.; National Center for Postsecondary Improvement, Stanford, CA.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No. —NCPI-TR-5-10

Pub Date—1999-00-00

Contract—R309A60001

Note—114p.; For other Project 5.2 documents, see HE 032 787-790.

Available from—National Center for Postsecondary Improvement, Stanford University, School of Education, 520 Galvez Mall, 508 CERAS, Stanford, CA 94305-3084. Tel: 650-723-7724; Fax: 650-725-3936; Web site: http://ncpi.stanford.edu.

Pub Type— Numerical/Quantitative Data (110) — Reports - Research (143) — Tests/Questionnaires (160)

EDRS Price – MF01/PC05 Plus Postage.

Descriptors—Accrediting Agencies, Administrator Role, College Role, College Students, Data Analysis, Data Collection, *Doctoral Programs, *Educational Improvement, *Evaluation Methods, Evaluation Utilization, Graduate Study, Higher Education, Planning, Questionnaires, *Research Universities, School Policy, State Government, *Student Evaluation, Tables (Data), *Undergraduate Students

This monograph, part of a series on student assessment, reports the results of a national survey that examined institutional support for undergraduate student assessment. It provides a national profile of student assessment initiatives at doctoral and research institutions, and compares it to assessment practices and support patterns found in all types of postsecondary institutions. The study also offers advice for administrators, faculty, and staff in doctoral and research institutions who are designing student assessment approaches and support processes that are likely to foster institutional improvement. Also included is the survey instrument used to gather study data, which institutions can use to examine patterns for student assessment on their own campuses. The monograph is organized in nine sections: (1) "Introduction and Overview"; (2) "Perspectives on Student Assessment in Higher Education"; (3) "The Influence of External Groups"; (4) "Approaches to Student Assessment"; (5) "Organizational and Administrative Support Patterns"; (6) "Assessment Management Practices and Policies"; (7) "Uses and Impacts of Student Assessment"; (8) "Key Relationships"; and (9) "Executive Summary: Research Results and Recommendations." Appended are the survey instrument, "Inventory of Institutional Support for Student Assessment for Doctoral and Research Institutions," and information on the construction and content of variables. (Contains 52 references.) (SM)

ED 440 572   HE 032 787

Peterson, Marvin W. Einarson, Marne K. Augustine, Catherine H. Vaughan, Derek S.

Designing Student Assessment To Strengthen Institutional Performance in Comprehensive

Institutions. Project 5.2, Organizational and Administrative Support for Student Assessment.

Michigan Univ., Ann Arbor. Center for the Study of Higher and Postsecondary Education.; National Center for Postsecondary Improvement, Stanford, CA.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No. —NCPI-TR-5-09

Pub Date—1999-00-00

Contract—R309A60001

Note—108p.; For other Project 5.2 documents, see HE 032 786-790.

Available from—National Center for Postsecondary Improvement, Stanford University, School of Education, 520 Galvez Mall, 508 CERAS, Stanford, CA 94305-3084 ($12). Tel: 650-723-7724; Fax: 650-725-3936; Web site: http://ncpi.stanford.edu.

Pub Type— Numerical/Quantitative Data (110) — Reports - Research (143) — Tests/Questionnaires (160)

EDRS Price – MF01/PC05 Plus Postage.

Descriptors—Accrediting Agencies, Administrator Role, College Role, College Students, Colleges, Data Analysis, Data Collection, Educational Improvement, *Evaluation Methods, Evaluation Utilization, Higher Education, Planning, Questionnaires, School Policy, State Government, *Student Evaluation, Tables (Data), *Undergraduate Students

Identifiers—*Comprehensive Universities

This monograph, part of a series on student assessment, reports on the results of a national survey that examined institutional support for undergraduate student assessment. It provides a national profile of student assessment initiatives at comprehensive institutions and compares it to assessment practices and support patterns found in all types of postsecondary institutions. The study also offers advice for administrators, faculty, and staff in comprehensive institutions who are designing student assessment approaches and support processes that are likely to foster institutional improvement. Also included is the survey instrument used to gather study data, which institutions can use to examine patterns for student assessment on their own campuses. The monograph is organized in nine sections: (1) "Introduction and Overview"; (2) "Perspectives on Student Assessment in Higher Education"; (3) "The Influence of External Groups"; (4) "Approaches to Student Assessment"; (5) "Organizational and Administrative Support Patterns"; (6) "Assessment Management Practices and Policies"; (7) "Uses and Impacts of Student Assessment"; (8) "Key Relationships"; and (9) "Executive Summary: Research Results and Recommendations." Appended is the survey instrument, the "Inventory of Institutional Support for Student Assessment for Comprehensive Institutions," and information on the construction and content of variables. (Contains 43 references.) (SM)

ED 440 573 HE 032 788

Peterson, Marvin W. Augustine, Catherine H. Einarson, Marne K. Vaughan, Derek S.

Designing Student Assessment To Strengthen Institutional Performance in Baccalaureate Institutions. Project 5.2, Organizational and Administrative Support for Student Assessment.

Michigan Univ., Ann Arbor. Center for the Study of Higher and Postsecondary Education.; National Center for Postsecondary Improvement, Stanford, CA.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No. —NCPI-TR-5-08

Pub Date—1999-00-00

Contract—R309A60001

Note—106p.; For other Project 5.2 documents, see HE 032 786-790.

Available from—National Center for Postsecondary Improvement, Stanford University, School of Education, 520 Galvez Mall, 508 CERAS, Stanford, CA 94305-3084 ($12). Tel: 650-723-7724; Fax: 650-725-3936; Web site: http://ncpi.stanford.edu.

pi.stanford.edu.

Pub Type— Numerical/Quantitative Data (110) — Reports - Research (143) — Tests/Questionnaires (160)

EDRS Price – MF01/PC05 Plus Postage.

Descriptors—Accrediting Agencies, Administrator Role, Bachelors Degrees, College Role, Data Analysis, Data Collection, *Educational Improvement, *Evaluation Methods, Evaluation Utilization, Higher Education, Planning, Questionnaires, School Policy, State Government, *Student Evaluation, Tables (Data), *Undergraduate Students, Undergraduate Study

This monograph, part of a series on student assessment, reports on the results of a national survey that examined institutional support for undergraduate student assessment. It provides a national profile of student assessment initiatives at baccalaureate institutions and compares it to assessment practices and support patterns found in all types of postsecondary institutions. The study also offers advice for administrators, faculty, and staff in baccalaureate institutions who are designing student assessment approaches and support processes that are likely to foster institutional improvement. Also included is the survey instrument used to gather study data, which institutions can use to examine patterns for student assessment on their own campuses. The monograph is organized in nine sections: (1) "Introduction and Overview"; (2) "Perspectives on Student Assessment in Higher Education"; (3) "The Influence of External Groups"; (4) "Approaches to Student Assessment"; (5) "Organizational and Administrative Support Patterns"; (6) "Assessment Management Practices and Policies"; (7) "Uses and Impacts of Student Assessment"; (8) "Key Relationships"; and (9) "Executive Summary: Research Results and Recommendations." Appended is the survey instrument, the "Inventory of Institutional Support for Student Assessment for Baccalaureate Institutions," and information on the construction and content of variables. (Contains 42 references.) (SM)

ED 440 574 HE 032 789

Peterson, Marvin W. Augustine, Catherine H. Einarson, Marne K. Vaughan, Derek S.

Designing Student Assessment To Strengthen Institutional Performance in Associate of Arts Institutions. Project 5.2, Organizational and Administrative Support for Student Assessment.

Michigan Univ., Ann Arbor. Center for the Study of Higher and Postsecondary Education.; National Center for Postsecondary Improvement, Stanford, CA.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.; National Center for Postsecondary Improvement, Stanford, CA.

Report No. —NCPI-TR-5-07

Pub Date—1999-00-00

Contract—R309A60001

Note—106p.; For Project 5.2 documents, see HE 032 786-790.

Available from—National Center for Postsecondary Improvement, Stanford University, School of Education, 520 Galvez Mall, 508 CERAS, Stanford, CA 94305-3084 ($12). Tel: 650-723-7724; Fax: 650-725-3936; Web site: http://ncpi.stanford.edu.

Pub Type— Numerical/Quantitative Data (110) — Reports - Research (143) — Tests/Questionnaires (160)

EDRS Price – MF01/PC05 Plus Postage.

Descriptors—Accrediting Agencies, Administrator Role, Associate Degrees, College Role, College Students, Data Analysis, Data Collection, *Educational Improvement, *Evaluation Methods, Evaluation Utilization, Higher Education, Planning, Questionnaires, School Policy, State Government, *Student Evaluation, Tables (Data), *Two Year College Students, *Two Year Colleges

This monograph, part of a series on student assessment, reports on the results of a national survey that examined institutional support for undergraduate student assessment. The study provides a national profile of student assessment initiatives at

associate of arts institutions and compares it to assessment practices and support patterns found in all types of postsecondary institutions. It also offers advice for administrators, faculty, and staff in associate of arts institutions who are designing student assessment approaches and support processes that are likely to foster institutional improvement. Also included is the survey instrument used to gather study data, which institutions can use to examine patterns for student assessment on their own campuses. The monograph is organized in nine sections; they are: (1) "Introduction and Overview," (2) "Perspectives on Student Assessment in Higher Education," (3) "The Influence of External Groups," (4) "Approaches to Student Assessment," (5) "Organizational and Administrative Support Patterns," (6) "Assessment Management Practices and Policies," (7) "Uses and Impacts of Student Assessment," (8) "Key Relationships," and (9) "Executive Summary: Research Results and Recommendations." Appended is the survey instrument, the "Inventory of Institutional Support for Student Assessment for Associate of Arts Institutions," and information on the construction and content of variables. (Contains 49 references.) (SM)

ED 440 575 HE 032 790

Peterson, Marvin W. Einarson, Marne K. Augustine, Catherine H. Vaughan, Derek S.

Institutional Support for Student Assessment: Methodology and Results of a National Survey.

Michigan Univ., Ann Arbor. Center for the Study of Higher and Postsecondary Education.; National Center for Postsecondary Improvement, Stanford, CA.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No. —NCPI-5-04

Pub Date—1999-00-00

Contract—R309A60001

Note—447p.; For other Project 5.2 documents, see HE 032 786-789.

Available from—National Center for Postsecondary Improvement, Stanford University, School of Education, 520 Galvez Mall, 508 CERAS, Stanford, CA 94305-3084. Tel: 650-723-7724; Fax: 650-725-3936; Web site: http://ncpi.stanford.edu.

Pub Type— Numerical/Quantitative Data (110) — Reports - Research (143) — Tests/Questionnaires (160)

EDRS Price – MF01/PC18 Plus Postage.

Descriptors—Accreditation (Institutions), Administrator Role, Associate Degrees, College Role, Doctoral Degrees, Educational Improvement, Evaluation Methods, *Evaluation Utilization, Governance, Government Role, Graduate Study, Higher Education, Masters Degrees, Questionnaires, Research Universities, State Government, *Student Evaluation, Tables (Data), Two Year Colleges, *Undergraduate Students, Undergraduate Study

This monograph is part of a series on institutional support for student assessment. This report, which covers the second stage of the study, analyzes the results of a national survey of postsecondary education institutions that examined how institutions approach student assessment, their patterns of organizational and administrative support, and the uses and impacts of these efforts, focusing on undergraduate education. The survey instrument was based on a literature review and conceptual framework developed during the first stage. The survey population was all public and private postsecondary institutions that offer undergraduate programs at the associate or baccalaureate level. Analysis of the data suggest that student assessment is becoming a common practice in the academic management of U.S. postsecondary education, but it is not yet institutionalized or deeply embedded in institutional support patterns, policies, and practices. The researchers also conclude that the conceptual framework used appears useful, and that the survey instrument provides a checklist for institutions to examine their assessment approach. Appendixes include the survey instrument, the "Inventory of Institutional Support for Student Assessment"; correspondence related to the Inventory; institutional

response rates by state; factor analysis results; and related reports, publications, and presentations. (Contains approximately 155 references.) (CH)

ED 440 576   HE 032 791

Nettles, Michael T. Millett, Catherine M.

The Human Capital Liabilities of Underrepresented Minorities in Pursuit of Science, Mathematics, and Engineering Doctoral Degrees.

Spencer Foundation, Chicago, IL.; National Center for Postsecondary Improvement, Stanford, CA.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No. —NCPI-TR-2-13

Pub Date—1999-00-00

Contract—R309A60001

Note—21p.; A version of this paper appears on the Web site of "Making Strides," a publication of the American Association for the Advancement of Science: http://ehrweb.aaas.org/mge/Archives/2/Nettles.html.

Available from—National Center for Postsecondary Improvement, Stanford University, School of Education, 520 Galvez Mall, 508 CERAS, Stanford, CA 94305-3084 ($3.50). Tel: 650-723-7724; Fax: 650-725-3936; Web site: http://ncpi.stanford.edu.

Pub Type— Numerical/Quantitative Data (110) — Reports - Research (143)

EDRS Price – MF01/PC01 Plus Postage.

Descriptors—Academic Achievement, American Indians, Asian American Students, Black Students, Diversity (Student), *Doctoral Degrees, *Engineering Education, Graduate Students, Graduate Study, Higher Education, Hispanic American Students, *Human Capital, *Mathematics Education, *Minority Groups, Racial Differences, Racial Factors, *Science Education, Sex Differences, Socioeconomic Status, Student Characteristics, Student Experience, Tables (Data)

Identifiers—African Americans, American Indian Students, Native Americans

This national study of doctoral students examined various components of human capital and their effects upon doctoral students' experiences and achievement. Participants were 13,160 graduate students in 11 fields from 21 universities, including all African American, Asian American, Hispanic American, and Native American students, 300 white students, and one-half of all international students in the selected fields. Students completed the Survey of Doctoral Student Experiences, Performance, and Achievement, which examined demographic differences, backgrounds, finances, experiences, progress, and performance, and the relationship of these variables to the quality of students' experiences and performance in doctoral programs. Results indicated clear human capital differences between major fields and among racial groups. Engineering students in each ethnic group had more human capital than science/mathematics students. They had parents with higher levels of education and occupation, had attended the most selective colleges and universities, had higher college grades and test scores, and had had more work experience before entering doctoral programs. For the four racial and ethic groups, white and Asian students had the greatest, and African Americans had the least, amount of human capital and research productivity. Doctoral grade point average was of little use for discriminating by major field or race; research productivity yielded greater discrimination. (Contains 11 tables.) (SM)

ED 440 577   HE 032 793

Massy, William F.

Energizing Quality Work: Higher Education Quality Evaluation in Sweden and Denmark. Project 6, Quality and Productivity in Higher Education.

National Center for Postsecondary Improvement, Stanford, CA.

Spons Agency—Office of Educational Research

and Improvement (ED), Washington, DC.

Report No. —NCPI-TR-6-06

Pub Date—1999-00-00

Contract—R309A60001

Note—83p.

Available from—National Center for Postsecondary Improvement, Stanford University, School of Education, 520 Galvez Mall, 508 CERAS, Stanford, CA 94305-3084 ($7). Tel: 650-723-7724.

Pub Type— Reports - Evaluative (142)

EDRS Price – MF01/PC04 Plus Postage.

Descriptors—*Educational Assessment, *Educational Quality, Evaluation Methods, Foreign Countries, *Higher Education, *Institutional Evaluation, *Quality Control, Site Analysis

Identifiers—*Denmark, *Sweden

This report, which is part of a study that seeks to help colleges, universities, and accreditation agencies improve their performance, presents insights gained from interviews and from documents collected in advance of and during visits to Denmark and Sweden in 1999 to examine higher education quality evaluations. Following Section 1, "Introduction," Section 2, "Antecedents and Approaches," discusses the two countries' approaches to evaluation (where they started and why they chose different strategies). Section 3, "Methodologies," focuses on the differences and similarities between the methodologies used in the two countries, and discusses preparing for evaluation, self-evaluations, user surveys, site visits, and reports and followup. Section 4, "Reactions to Evaluation," describes the institutions' reactions to the evaluation process. Section 5, "Impacts," assesses the impact of the two evaluation programs on quality work, discusses how evaluation affects academic autonomy, and comments upon the diffusion of quality work across institutions and their departments. Three monographs are appended: "Educational Quality Work (NCPI)" by William F. Massy and Andrea K. Wilger (1999); "Educational Quality Work in Denmark and Sweden"; and "A System for Quality Assurance and Quality Development" by Bengt-Ove Bostrom. (Includes 79 endnotes.) (SM)

ED 440 578   HE 032 794

McPherson, Michael S. Schapiro, Morton O.

Reinforcing Stratification in American Higher Education: Some Disturbing Trends.

National Center for Postsecondary Improvement, Stanford, CA.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No. —NCPI-TR-3-02

Pub Date—1999-00-00

Contract—R309A60001

Note—43p.

Available from—National Center for Postsecondary Improvement, Stanford University, School of Education, 520 Galvez Mall, 508 CERAS, Stanford, CA 94305-3084 ($5). Tel: 650-723-7724.

Pub Type— Reports - Evaluative (142)

EDRS Price – MF01/PC02 Plus Postage.

Descriptors—Access to Education, College Bound Students, College Choice, *Educational Finance, Enrollment Trends, Federal Aid, Financial Support, High School Students, *Higher Education, *Low Income Groups, Paying for College, *Social Stratification, State Aid, *Student Financial Aid, Tuition

This report examines the decade of change in the U.S. system of finance for higher education, which has resulted in a set of programs and policies that are highly responsive to the demands of middle- and upper-income families for help but which are less well equipped to respond to the needs of lower-income families for assistance with their college investments. This paper documents this trend and examines the relationship between financing trends and trends in the enrollment patterns of U.S. high school students (e.g., college access and college choice). The paper also comments on the political economy of the developments being documented (e.g., forces that appear to be leading public policy in the directions identified and circumstances that might produce a different, and perhaps more favorable, outlook for financing policy). The paper con-

cludes that, in most circumstances, when colleges and universities get more revenue, the result is that they do more social good. It claims that the intrinsic benefits of college to students are of at least as much importance as the gain in relative position that accrues from college education. (Contains 14 references.) (SM)

ED 440 579   HE 032 795

Lazerson, Marvin Wagener, Ursula Shumanis, Nichole

What Makes a Revolution: Teaching and Learning in Higher Education, 1980-2000.

National Center for Postsecondary Improvement, Stanford, CA.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No. —NCPI-TR-5-11

Pub Date—1999-00-00

Contract—R309A60001

Note—35p.

Available from—National Center for Postsecondary Improvement, Stanford University, School of Education, 520 Galvez Mall, 508 CERAS, Stanford, CA 94305-3084 ($5). Tel: 650-723-7724.

Pub Type— Opinion Papers (120)

EDRS Price – MF01/PC02 Plus Postage.

Descriptors—Accountability, *Educational Change, *Educational Improvement, Educational Innovation, Educational Quality, Elementary Secondary Education, *Higher Education, *Revolution, Student Evaluation

Identifiers—*Reform Efforts

This report examines the potential revolution in U.S. higher education public policies that require improved student learning. This revolution includes numerous teaching innovations activities that were initiated and sustained by external pressures and politically astute reformers. The report notes the criticism of U.S. elementary and secondary education and discusses how that criticism has spilled over into higher education. It examines reports which present the view that higher education is in deep need of reform. Faced with externally driven assessment and accountability movements, reformers have contended that the way to protect institutional autonomy from encroachment by external agencies is to focus on the importance of teaching and learning. Brief excerpts are presented from six voices of reform (Alexander Astin; Derek Bok and Richard Light; Ernest L. Boyer; K. Patricia Cross; and Lee Shulman) that highlight their vision of how to improve teaching and learning. Understanding that the assessment movement began as a drive for accountability at the national and state levels, rather than as local campus initiatives to improve teaching and learning, the paper offers insights on why major reform efforts were framed as demands that colleges and universities show better performance. The report concludes by examining the dilemmas that educational reformers face. (Contains 42 references.) (SM)

ED 440 580   HE 032 796

Dey, Eric L. Wimsatt, Leslie A. Rhee, Byung-Shik Meader, Ellen Waterson.

Long-Term Effect of College Quality on the Occupational Status of Students.

National Center for Postsecondary Improvement, Stanford, CA.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No. —NCPI-TR-5-06

Pub Date—1999-00-00

Contract—R309A60001

Note—41p.

Available from—National Center for Postsecondary Improvement, Stanford University, School of Education, 520 Galvez Mall, 508 CERAS, Stanford, CA 94305-3084 ($5). Tel: 650-723-7724.

Pub Type— Reports - Research (143)

EDRS Price – MF01/PC02 Plus Postage.

Descriptors—College Graduates, *Educational Attainment, *Educational Quality, Higher Edu-

cation, Longitudinal Studies, *Outcomes of Education, School Effectiveness

Identifiers—*Occupational Status

This study examined whether, and to what extent, college quality has a longitudinal impact on the occupational status of students after controlling for students' background characteristics, ability, and years of schooling. The study also explored whether college quality differentially affects the long-term occupational status of students. Data for the study came from the Wisconsin Longitudinal Study of 1957 and represented a sample of Wisconsin high school seniors who had graduated during the 1957 school year, had attended college and earned a post-secondary degree, and who were employed at the time of the survey. Survey data were collected from respondents or parents in 1957, 1964, 1975, and 1992, and from selected siblings in 1977 and 1993. The data provide a full record of social background, youthful aspirations, schooling, and labor market experience. Data from earlier years were supplemented by mental ability tests, measures of school performance, and information regarding school and college contexts, employers, and industries. Data analysis indicated that college quality did not appear to substantially influence students' long-term occupational success. The strongest influence was level of educational attainment. Higher levels of educational attainment led to increased occupational status. A table of college majors coded by major constructs is appended. (Contains approximately 115 references.) (SM)

ED 440 581   HE 032 797

Enrollment Fact Book: Fall 1999. Selected Enrollment Statistics Profiling Mississippi Public Universities.

Mississippi State Board of Trustees of State Institutions of Higher Learning, Jackson.

Pub Date—1999-00-00

Note—70p.

Available from—Board of Trustees of State Institutions of Higher Learning, Office of Research and Planning, 3825 Ridgewood Road, Jackson, MS 39211. Tel: 601-432-6296; Web site: http://www.ihl.state.ms.us/research.htm.

Pub Type— Numerical/Quantitative Data (110)

EDRS Price – MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—College Students, *Enrollment Trends, Full Time Equivalency, Full Time Students, Graduate Students, Higher Education, Part Time Students, Public Colleges, Tables (Data)

Identifiers—*Mississippi

This publication presents data on fall 1999 enrollment in Mississippi's public higher education institutions. Section 1, "Total Headcount Enrollment," includes on- and off-campus headcount enrollment by level, ethnicity, gender, and residence; and headcount and full-time equivalent (FTE) enrollment by level and full- and part-time. Section 2, "On-Campus," includes headcount enrollment by level, ethnicity, gender, and residence; headcount and FTE enrollment by level and full- and part-time; distribution of enhanced ACT composite scores; headcount enrollment by students' origin, by out-of-state students' residence, and by location of students by counties for Mississippi residents; headcount enrollment by program category; graduate headcount enrollment by degree program level and full- and part-time; and graduate headcount enrollment by program category. Section 3, "Off-Campus," includes headcount enrollment by level, ethnicity, gender, and residence; headcount and FTE enrollment by level and full- and part-time; headcount enrollment by program category; graduate headcount enrollment by academic program level and full- and part-time, and by program category. Section 4, "Other Locations," examines headcount enrollment by level, ethnicity, gender, and residence; headcount and FTE enrollment by level and full- and part-time, and by program category. Section 5, "University of Mississippi Medical Center," offers headcount enrollment by program category, level, ethnicity, gender, and residence. (SM)

ED 440 582   HE 032 798

Plan of Excellence: IHL System Strategic Plan. A Plan for the Mississippi Public University System.

Mississippi State Board of Trustees of State Institutions of Higher Learning, Jackson.

Pub Date—2000-03-16

Note—28p.

Available from—Mississippi State Board of Trustees of State Institutions of Higher Learning, Office of Research and Planning, 3825 Ridgewood Road, Jackson, MS 39211. Tel: 601-432-6296.

Pub Type— Reports - Descriptive (141)

EDRS Price – MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Access to Education, *Accountability, Diversity (Student), *Educational Planning, Educational Quality, *Excellence in Education, Higher Education, Institutional Evaluation, Public Colleges, *State Colleges, *State Universities

Identifiers—*Mississippi

This guide presents a plan for excellence in education within Mississippi's public university system. It is based on system goals and priorities established by the Board of Trustees of State Institutions of Higher Learning (IHL), and is designed to facilitate planning, budgeting, and decision-making processes at the system and university levels. After describing the history of IHL planning, the booklet explains the missions of Mississippi's IHL, discussing significant challenges facing higher education in planning for the future and ways to address these challenges. The guide presents the vision and mission statements of the Mississippi IHL and the planning process, which emphasizes the following six principles: higher education matters; planning begins with self-assessment and research; successful institutions focus on their assets; system planning requires collaboration; viable institutions incorporate resource stewardship and accountability in all functions; and equity and high expectations should undergird all aspects of higher education. Five-year goals and fiscal year 2000 priorities are examined. Five appendixes present data on projected changes in student demographics; population by age distribution; projected changes in the job market; the 1999-2000 planning and budget calendar; and members of the System Planning Council. (SM)

ED 440 583   HE 032 799

IHL System Profile: A Report from the Board of Trustees of State Institutions of Higher Learning.

Mississippi State Board of Trustees of State Institutions of Higher Learning, Jackson.

Pub Date—2000-01-00

Note—50p.; For the 1999 IHL System Profile report, see ED 432 942.

Available from—Mississippi State Board of Trustees of State Institutions of Higher Learning, Office of Research and Planning, 3825 Ridgewood Road, Jackson, MS 39211. Tel: 601-432-6296.

Pub Type— Numerical/Quantitative Data (110)

EDRS Price – MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Adult Students, Budgets, College Faculty, College Students, Community Colleges, *Educational Finance, Enrollment Trends, *Financial Support, Full Time Equivalency, Full Time Students, Graduate Students, Graduation, Higher Education, In State Students, Operating Expenses, Out of State Students, *State Aid, *State Colleges, *State Universities, Statistical Data, Student Characteristics, *Student Financial Aid, Tables (Data), Teacher Salaries, Transfer Students, Trend Analysis, Tuition

Identifiers—*Mississippi

This report presents tables, graphs, and maps detailing the status of Mississippi state institutions of higher learning as of January 2000. Section 1, "Profile," offers summary tables on funding history; Mississippi compared with other Southern states on average appropriation per full-time equivalent (FTE) student and average full-time faculty salaries; faculty salary comparisons at regional, urban,

and comprehensive institutions; percentage of total operating budget funded by state appropriations or self-generated sources; yearly tuition and required fees; and resident and nonresident undergraduate tuition and required fees. Section 2, "Enrollment, Graduation Rates, and Degrees," provides tables on total headcount enrollment by level, race, county, race and gender, residence, and first-time transfer students from public community colleges; undergraduate headcount enrollment for students over age 24 years; total FTE enrollment by level; total degrees by race; and graduation rates for entering freshmen. Section 3, "Appropriations FY 1999," presents appropriation figures for fiscal years 1999 and 2000, noting allocation of general support and total operating budget. Section 4, "Budget Request FY 2001," presents consolidated appropriation request, appropriation request, and general support request for 2001. Section 5, Student Financial Aid," presents tables on trends in student financial aid and specific awards. (SM)

ED 440 584   HE 032 800

Mississippi Research Catalog, '99.

Mississippi State Board of Trustees of State Institutions of Higher Learning, Jackson.

Pub Date—1999-09-00

Note—22p.

Available from—Mississippi State Board of Trustees of State Institutions of Higher Learning, Office of Research and Planning, 3825 Ridgewood Road, Jackson, MS 39211. Tel: 601-982-6296.

Pub Type— Numerical/Quantitative Data (110) — Reference Materials - Directories/Catalogs (132)

EDRS Price – MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Educational Research, Federal Aid, Financial Support, Higher Education, Research Universities, Resources, State Aid, *State Universities, Tables (Data)

Identifiers—*Mississippi, Research Trends

This document, mandated by the University Research Center Act of 1988, presents financial balance sheets listing receipts and disbursements of research funds for research activities being conducted at the eight state-supported universities in Mississippi: Alcorn State University; Delta State University; Jackson State University; Mississippi State University; Mississippi University for Women; Mississippi Valley State University; the University of Mississippi; and the University of Southern Mississippi. The external sources of funds identified in the balance sheets are representative of the quality and national competitiveness of the universities in Mississippi. These resources provide essential funds which strengthen Mississippi's public institutions of higher learning in the areas of teaching, research, and service. For each university, the report shows the annual dollars allocated for research and sponsored programs, by college/division, award amounts, and award sources (federal, state, and private/corporate). A section on university research groups describes the Mississippi University Research Authority, Mississippi Research Consortium, and Mississippi Education and Research Group. (SM)

ED 440 585   HE 032 801

Mississippi Degree Programs: A Numerical (CIP) and Summary Listing of Academic Degree Programs.

Mississippi State Board of Trustees of State Institutions of Higher Learning, Jackson.

Pub Date—2000-04-00

Note—11p.

Available from—Mississippi State Board of Trustees of State Institutions of Higher Learning, Office of Research and Planning, 3825 Ridgewood Road, Jackson, MS 39211. Tel: 601-432-6296; Web site: http://

www.ihl.state.ms.us/research.htm.
Pub Type— Numerical/Quantitative Data (110)
EDRS Price – MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—*Degrees (Academic), Higher Education, Majors (Students), *State Universities, Tables (Data), Urban Universities
Identifiers—*Mississippi

This publication presents a numerical and summary listing of academic degree programs at Mississippi State institutions of higher education. Programs are listed by discipline. Program levels include: bachelor's degree, master's degree, specialist degree, sixth year degree, doctoral degree, first professional degree, associate degree, and certificate. Data is presented for the following: regional institutions (Alcorn State University, Delta State University, Mississippi University for Women, and Mississippi Valley State University); an urban institution (Jackson State University); three comprehensive institutions (Mississippi State University, the University of Mississippi, and the University of Southern Mississippi); and a medical center (the University of Mississippi Medical Center.) (SM)

ED 440 586   HE 032 803

The Mississippi Higher Education Almanac, 1997-98: Selected Information Profiling Mississippi Public Universities.
Mississippi State Board of Trustees of State Institutions of Higher Learning, Jackson.
Pub Date—1998-00-00
Note—204p.
Available from—Mississippi State Board of Trustees of State Institutions of Higher Learning, Office of Research and Planning, 3825 Ridgewood Road, Jackson, MS 39211. Tel: 601-982-6296; Fax: 601-982-6117; e-mail: mbaxter@ihl.state.us; Web site: http://www.ihl.state.ms.us.
Pub Type— Numerical/Quantitative Data (110) — Reports - Descriptive (141)
EDRS Price – MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—*College Credits, *College Faculty, College Freshmen, *Degrees (Academic), *Educational Finance, *Enrollment Trends, Higher Education, Institutional Characteristics, Scores, *State Universities, Tables (Data), Teacher Salaries, Tuition
Identifiers—*Mississippi

This almanac provides summary information for Mississippi's public institutions of higher learning for the 1997-98 academic year. Data is organized in eight sections: (1) general information, which lists members and officers of the Board of Trustees of the State Institutions of Higher Learning and offers institutional profiles for Alcorn State University, Delta State University, Jackson State University, Mississippi State University, Mississippi University for Women, Mississippi Valley State University, University of Mississippi, University of Mississippi Medical Center, and the University of Southern Mississippi; (2) 1997-98 enrollments (fall and spring, on- and off-campus, the University of Mississippi Medical Center, and summer program enrollment); (3) degrees (by level, ethnicity, and gender, and by field for bachelor's, master's, specialist, doctoral, and associate degrees); (4) student credit hours (for the regular 1997-98 session, on- and off-campus, at other locations, and summer credit hours); (5) ACT Scores (for first-time entering freshmen, including a five-year comparison, and by residence); (6) 1997-98 tuition; (7) finance (allocation of general support, with 10-year comparison, and a summary of current fund operations for each of the eight institutions); (8) faculty (average faculty salaries by rank and a profile of university personnel by tenure, gender, race, academic rank, age, and attained degree). (SM)

ED 440 587   HE 032 804

Macy, Beth
From Rusty Wire Fences to Wrought-Iron Gates. How the Poor Succeed in Getting to—and through—College. Policy Perspectives.
College Board, Washington, DC. Washington Of-

fice.
Pub Date—2000-01-00
Note—47p.
Available from—College Board Publications, Box 886, New York, NY 10101-0996 ($12). Tel: 800-323-7155 (Toll Free); Web site: http://www.collegeboard.org.
Pub Type— Reports - Descriptive (141)
EDRS Price – MF01/PC02 Plus Postage.
Descriptors—*Access to Education, Case Studies, *College Attendance, Family Influence, Higher Education, Individual Development, Low Income Groups, Mentors, Narration, Peer Influence, Poverty, Self Esteem, *Student Characteristics, Student Financial Aid, Student Motivation
Identifiers—*First Generation Students, Goal Setting

This booklet presents the stories of several students who were the first generation in their families to go to college, in order to dramatize the door-opening, life-changing power of Pell Grants and related student assistance. These stories synthesize interviews with more than 20 low- and moderate-income students who could not have attended postsecondary school without significant financial aid. Interviewees were asked about the social history of their educational experiences; about the barriers they faced in getting to college; about the social, emotional, and financial barriers to attaining a postsecondary degree; and about how they overcame these barriers. Their stories center on six key themes: early awareness of higher education and the availability of financial aid; the ability to break from family patterns; the importance of peers; the critical role of mentors and college outreach; the desire for personal growth and enhanced self-esteem; and the importance of early college success and goal setting. After presenting a brief historical overview of the democratization of higher education, the booklet lets the narratives speak to the six themes. (Contains 14 references.) (SM)

ED 440 588   HE 032 805

Thomas, Earl Preston
Taking the First Steps toward Graduate Education: A Report on the Ronald E. McNair Postbaccalaureate Achievement Program.
Pub Date—1994-10-00
Note—50p.; The Ronald E. McNair Postbaccalaureate Achievement Program is supported by funds from the U.S. Department of Education, the New Jersey Educational Opportunity Fund, and Rutgers, The State University of New Jersey.
Pub Type— Reports - Descriptive (141)
EDRS Price – MF01/PC02 Plus Postage.
Descriptors—Academic Achievement, *Access to Education, College Admission, College Students, *Diversity (Student), Doctoral Degrees, *Graduate Study, Higher Education, Low Income Groups, Mentors, Minority Groups, Program Evaluation, Student Improvement, Student Recruitment, Student Research
Identifiers—First Generation Students, *Rutgers the State University NJ

This paper examines the diverse group of students in the Ronald E. McNair Postbaccalaureate Achievement Program at the New Brunswick/Piscataway campuses of Rutgers, the State University of New Jersey. This program identifies, recruits, prepares, and assists academically talented, first-generation, low-income, and traditionally underrepresented minority college students (sophomores, juniors, or seniors) and encourages them to enter programs that lead to doctoral degrees. Students are given intensive preparation for graduate school, including mentoring relationships with outstanding faculty, long-term research internships, continuous advisement, preparation for the Graduate Record Examination, acclimation to graduate school life and the academic department environment, and assistance with graduate school admissions. Four program goals are noted: improving academic performance, providing opportunities for research and scholarship, improving the likelihood of admission to graduate school, and preparing students for success in graduate/doctoral programs. The report finds that the program has been extraordinarily suc-

cessful: of the first cohort of 16 students graduating in May 1993, 14 were admitted to graduate school. In the second cohort, which graduated in May 1994, 10 of 11 graduates were admitted to graduate school. Mentor and research internship assignments are appended. (SM)

ED 440 589   HE 032 806

Drug Convictions May Affect Your Student Aid.
Department of Education, Washington, DC.
Pub Date—2000-00-00
Note—5p.
Pub Type— Reports - Descriptive (141)
EDRS Price – MF01/PC01 Plus Postage.
Descriptors—College Bound Students, Crime, Drug Legislation, Eligibility, *Federal Aid, Financial Aid Applicants, Higher Education, *Illegal Drug Use, *Student Financial Aid

This booklet explains problems posed by prior drug convictions to college-bound students seeking federal financial aid. Under a new law which takes effect on July 1, 2000, some students who have drug convictions may be ineligible for federal student aid. For possession of illegal drugs, students are ineligible from the date of conviction for one year for a first offense, two years for a second offense, and indefinitely for a third offense. For sale of illegal drugs, students are ineligible from the date of conviction for two years for a first offense and indefinitely for a second offense. Drug convictions that were reversed, set aside, or removed from the record do not count, nor do convictions before age 18. The booklet notes that students with drug convictions should still apply because, depending on the date and number of convictions, they may be eligible. Even if ineligible, students should still complete the Free Application for Federal Student Aid because many schools and states use information from the form for their aid programs. The booklet describes how to correctly answer the question about drug convictions on the student financial aid application, and discusses how to regain eligibility through an acceptable drug rehabilitation program. (SM)

ED 440 590   HE 032 807

Lewis, Jerry L.
University of Maryland—Educational Opportunity Center.
Pub Date—1998-10-00
Note—124p.
Pub Type— Reports - Descriptive (141)
EDRS Price – MF01/PC05 Plus Postage.
Descriptors—*Access to Education, Adult Dropouts, Adult Education, *Adult Programs, *Adult Students, Adult Vocational Education, College Admission, College Students, Community Education, Community Needs, Dropouts, English (Second Language), Financial Aid Applicants, Higher Education, Low Income Groups, Minority Groups, Nontraditional Students, Postsecondary Education, Poverty, Program Evaluation, *Reentry Students, *Retraining
Identifiers—First Generation Students, *University of Maryland College Park

This document describes a program at the University of Maryland-Educational Opportunity Center (UM-EOC) in College Park that fulfills a legislative mandate to provide information on and assistance to 1,500 adults, two-thirds of whom will be low-income, first-generation college participants who reside in 13 targeted communities in Prince George's County (Maryland). The program's major focus is to encourage and help adults who have dropped out or withdrawn from school to re-enroll in secondary and postsecondary schools and training programs. Program staff will conduct publicity campaigns and information sessions and provide individual and group counseling, help in completing college admissions and financial aid applications, and oversee academic and career advising, needs assessment, and English as a Second Language classes. Individualized plans will serve as guides to prepare education or training programs that best meet each participant's needs. The UM-EOC's operations center will be community based, with administrative offices on campus. Sections of

the report highlight the need for the UM-EOC, discuss the program objectives and plan of operation, and set guidelines for applicant and community support, quality of personnel, budgeting, and evaluation. Charts, figures, and sample forms are included in the text. (SM)

ED 440 591 HE 032 808

Knerr, Charles R. Sommerman, Andrew B.

Undergraduate Appellate Simulation in American Colleges and Universities.

Pub Date—2000-03-00

Note—24p.; Paper presented at the Annual Meeting of the Southwestern Political Science Association (Galveston, TX, March 16-18, 2000).

Pub Type— Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price – MF01/PC01 Plus Postage.

Descriptors—Experiential Learning, Higher Education, Internet, Law Students, *Legal Education (Professions), *Simulation, Teaching Methods, *Undergraduate Study

Identifiers—*Appellate Courts, *Moot Court, Simulation Games, Texas

This paper describes the use of simulated appellate court proceedings as an educational tool in U.S. undergraduate colleges and universities (and schools worldwide). Undergraduate moot court is less common in the United States than is the law school form of appellate simulation. Research shows that moot courts benefit students as they perform legal research, learn how to apply principles to factual situations, formulate written delivery, develop persuasion skills, learn how to run a case, and develop coordination skills. This paper outlines various undergraduate moot court activities which have been identified, analyzed, and catalogued into two categories (the scholastic form and tournament form), and it discusses the use of Internet competitions. It also analyzes common and dissimilar features of these forms of appellate simulation and examines characteristics of a major, statewide, U.S. undergraduate moot court tournament in Texas, explaining case materials, judges and judging, benefits, and costs. After comparing Texas undergraduate moot court with law school moot court, the paper presents a research agenda for the future. (Contains 58 footnotes.) (SM)

ED 440 592 HE 032 809

Hodgkinson, Harold L.

All One System: A Second Look. Perspectives in Public Policy: Connecting Higher Education and the Public Schools.

Institute for Educational Leadership, Washington, DC.; National Center for Public Policy and Higher Education, CA.

Spons Agency—EXXON Education Foundation, New York, NY.; Ford Foundation, New York, NY.

Report No. —IEL-NCPPHE-K-16-99-01

Pub Date—1999-06-00

Note—40p.; Also supported by a grant from Kaplan Learning Services.

Available from—Institute for Educational Leadership, 1001 Connecticut Avenue, N.W., Suite 310, Washington, DC 20036. Tel: 202-822-8405; Fax: 202-872-4050; e-mail: iel@iel.org; Web site: http://www.iel.org.

Pub Type— Reports - Evaluative (142)

EDRS Price – MF01/PC02 Plus Postage.

Descriptors—*Academic Standards, Articulation (Education), *College School Cooperation, Diversity (Student), *Educational Quality, Educationally Disadvantaged, Elementary Secondary Education, *Equal Education, Higher Education, Minority Groups, National Standards, *Partnerships in Education, Poverty, Public Schools

This publication examines the relationship between K-12 and postsecondary education, calling for greater policymaker attention to inter-level issues. The document examines the growing relationship between K-12 and postsecondary education, citing some recent initiatives to connect these two levels of education; most importantly, it argues that such efforts must be intensified and broadened. The paper notes the importance of keeping both quality and quantity in mind, creating both a set of

equity linkages to reduce the effects of economic and social difference and a set of content-based linkages to help students achieve at their highest possible level. Following the introduction, the discussion covers concerns specific to preschool (Head Start/poverty); early school (dropouts/links); middle school (absenteeism/standardized tests/ transience); and high school (school ranking/ graduation rates/ college-going rates). This section also cites successful educational reform efforts in Texas and North Carolina, discusses co-registration and age-grading as useful bridges from high school to college, and notes some beginning K-16 initiatives. The discussion of transition from college to life after school covers such topics as proportional equity, distance learning, race and class, equal opportunity, and equity. In the summary section, the report reviews some major changes since 1985 and notes trends for the future. (Contains 40 references.) (CH)

ED 440 593 HE 032 810

Moleke, Percy Albertyn, Linda

First Employment Experiences of Graduates. Labour Market Analysis.

Human Sciences Research Council, Pretoria (South Africa).

Report No.—ISBN-0-7969-1915-1

Pub Date—1999-00-00

Note—74p.

Available from—HSRC Bookshop, P.O. Box 5556, Pretoria, 0001, South Africa; Tel: 012-302-2004/2103; Fax: 012-302-2002/2440/2933; e-mail: JEls@beauty.hsrc.ac.za; Web site: http://www.hsrc.ac.za.

Pub Type— Numerical/Quantitative Data (110) — Reports - Research (143)

EDRS Price – MF01/PC03 Plus Postage.

Descriptors—Black Colleges, Black Students, Blacks, Career Guidance, College Graduates, *Education Work Relationship, *Employment Experience, *Employment Level, Employment Opportunities, Employment Patterns, Equal Opportunities (Jobs), Foreign Countries, Higher Education, Job Applicants, *Job Satisfaction, Racial Discrimination, Tables (Data)

Identifiers—*South Africa

This study examined first employment experiences of graduates from South African universities, highlighting educational and noneducational factors that affected their ability to secure employment in their fields of study, as well as graduates' perceptions of their studies in relation to their jobs. Researchers sent surveys to 8,000 graduates listed in the Human Sciences Research Council registry who had graduated between 1991-95 (1,806 were returned). The study relied on graduates' work histories and their perceptions about their work experiences. The sample was stratified according to the size of two variables: historically black and historically white universities and broad fields of study. The study found that 59 percent of graduates secured employment immediately after obtaining their degrees; 84 percent found employment within their first year of searching. The report concludes that the labor market still reflects the apartheid system, with nonwhite graduates and graduates from historically black colleges disadvantaged in their employment search. About half the graduates believed that they were in jobs requiring graduate level ability; most perceived considerable benefits from higher education; and only a few had received career guidance at any point. Twenty-two data tables are included. Appended is the survey methodology, a biographical profile of the respondent group, and a description of occupations held. (Contains 33 references.) (SM)

ED 440 594 HE 032 811

Shapiro, Yvonne, Comp. Jacobs, Johan, Comp.

South African Graduate Statistics, 1999: Profiles and Recent Trends. Labour Market Analysis.

Human Sciences Research Council, Pretoria (South Africa).

Report No.—ISBN-0-7969-1923-2

Pub Date—1999-00-00

Note—110p.

Available from—Human Sciences Research

Council Bookshop, P.O. Box 5556, Pretoria, 0001, South Africa. Tel: 012-302-2004/2103; Fax: 012-302-2002/2440/2933; e-mail: jels@beauty.hsrc.ac.za; Web site: http://www.hsrc.ac.za.

Pub Type— Numerical/Quantitative Data (110) — Reports - Research (143)

EDRS Price – MF01/PC05 Plus Postage.

Descriptors—Affirmative Action, Blacks, *College Graduates, Degrees (Academic), Education Work Relationship, *Employment Opportunities, Employment Potential, *Employment Qualifications, Equal Opportunities (Jobs), Foreign Countries, Higher Education, Labor Market, *Occupational Surveys, *Occupations, Tables (Data)

Identifiers—*South Africa

This Register of Graduates was compiled by the Human Science Research Council (Pretoria, South Africa) and offers statistical data on college graduates in South Africa for 1999. This information on graduate availability is used by employers to prepare and implement employment equity plans, as required by the Employment Equity Act, No. 55 of 1998. The base information on the graduates was obtained electronically from each South African university. A questionnaire was then sent to each graduate requesting further information on occupation, address, and other issues. Graduate qualifications were sorted into 48 categories (e.g., fields of study). Each degree and postgraduate diploma, as well as each major field of study (980 total) was allocated to a category. Each graduate is shown in all the categories in which he or she has qualifications. A double page of data for each category lists qualification trends by level, qualification trends by population group and gender, qualification trends by current province of residence, and total availability information, by region, and by race and gender. (SM)

ED 440 595 HE 032 825

Arreola, Raoul A.

Developing a Comprehensive Faculty Evaluation System: A Handbook for College Faculty and Administrators on Designing and Operating a Comprehensive Faculty Evaluation System. Second Edition.

Report No.—ISBN-1-882982-32-0

Pub Date—2000-00-00

Note—230p.; For previous edition, see ED 378 873.

Available from—Anker Publishing Company, Inc., 176 Ballville Road, P.O. Box 249, Bolton, MA 01740-0249 ($49.95). Web site: http://www.ankerpub.com.

Pub Type— Books (010) — Guides - Non-Classroom (055) — Tests/Questionnaires (160)

Document Not Available from EDRS.

Descriptors—College Faculty, *Evaluation Criteria, *Evaluation Methods, Evaluation Needs, Evaluation Research, *Faculty Evaluation, Higher Education, Models, *Student Evaluation of Teacher Performance, Teacher Administrator Relationship

This handbook offers a practical model for developing a comprehensive faculty evaluation system that responds to the specific needs, concerns, and characteristics of faculty and administration in an individual academic unit. The eight steps of the model are: (1) determining the faculty role model; (2) determining faculty role model parameter values; (3) defining roles; (4) determining role component weights; (5) determining appropriate sources of information, including a checklist and review of selected commercially available student rating forms; (6) determining information source weights; (7) determining how information should be gathered; and (8) completing the system, including selecting or designing forms, protocols, and rating scales. This edition also offers additional features, such as summaries of recent research in the field, additional sample forms, and sections on legal issues and on post-tenure review. Two case studies offer extensive checklists and sample evaluation forms. Seven tables and 43 figures are included. (Individual chapters contain references; there are approximately 560 bibliographic entries.) (CH)

ED 440 596 HE 032 826

Supplement to Higher Education Enrollment Statistics and Projections, 1999-01 Biennium.

Washington State Office of Financial Management, Olympia.

Pub Date—1999-06-00

Note—184p.; For Higher Education Enrollment Statistics and Projections, 1999-01 Biennium, see ED 430 449.

Available from—For full text: http://www.wa.gov/ofmi.

Pub Type— Numerical/Quantitative Data (110)

EDRS Price – MF01/PC08 Plus Postage.

Descriptors—College Attendance, Community Colleges, Data Analysis, *Enrollment Projections, *Enrollment Trends, Geographic Distribution, *Higher Education, *Private Colleges, *Public Colleges, State Universities, Statistical Data, Student Characteristics, Tables (Data)

Identifiers—*Washington

This document consists of tables and figures detailing the status of and projections for public and private institutions of higher education in the state of Washington. The report considers university/college characteristics, access and participation rates, service level and student flow, off-campus programs, and special institutional goals and objectives. Following a brief introduction, chapter 1 provides enrollment highlights for the community and technical college system; chapter 2 contains information on the University of Washington-Seattle and the University of Washington evening degree program. Chapters 3 and 4 provide enrollment highlights for the University of Washington-Bothell and the University of Washington-Tacoma. Chapter 5 offers enrollment highlights for four University of Washington campuses: Pullman, Spokane, Tri-Cities, and Vancouver. Chapter 6 details enrollment highlights for Central Washington University; chapter 7 covers Eastern Washington University; chapter 8 covers Evergreen State College enrollments; and chapter 9 covers Western Washington University. Chapter 10 covers community programs offered in timber- and salmon-impacted areas; and chapter 11 covers demographics, enrollments, and degrees of students in public two- and four-year institutions. A directory of higher education institutions is appended. (CH)

ED 440 597 HE 032 827

Data Book. Maryland Higher Education Commission.

Maryland State Higher Education Commission, Annapolis.

Pub Date—2000-00-00

Note—42p.; For 1999 edition, see ED 426 672.

Available from—Maryland Higher Education Commission, 16 Francis Street, Annapolis, MD 21401. Tel: 410-974-2971; Web site: http://www.mhec.state.md.us.

Pub Type— Numerical/Quantitative Data (110)

EDRS Price – MF01/PC02 Plus Postage.

Descriptors—Academic Persistence, Career Education, *College Faculty, *College Students, Community Colleges, Full Time Faculty, Graduate Study, Graduation, Higher Education, Income, Part Time Faculty, Private Schools, Public Colleges, Racial Factors, Sex Differences, State Universities, Statistical Data, Tables (Data), Tuition, Undergraduate Study

Identifiers—*Maryland

This document summarizes higher education data for the state of Maryland. The first table compares Maryland to national averages for educational achievement, enrollments, campus mix, degrees conferred, average undergraduate tuition, state funding, and average faculty salary. Other tables are grouped by category: (1) Students—students needing remediation and student performance, 1997-98; average freshman Scholastic Assessment Test scores, 1998-99; enrollment, fall 1998: undergraduate, graduate, professional, total, at state-aided independent institutions, and by race and gender; (2) retention and graduation—by race, at four-year institutions; community college graduation and transfer rates, 1994-95; (3) degrees—by institution, by major program, and by race and gender, 1997-98; (4) faculty—full- and part-time, 1998;

full-time by race and gender, 1998; and average full-time salary, 1998; (5) revenues and expenditures—community colleges, fiscal year (FY) 1999; public four-year colleges/universities, FY 1999; aid to independent institutions, FY 1999; and total budget authorizations by campus, FY 1999-2000; (6) tuition and fees—community college resident credit hour tuition, 1995-99; public four-year undergraduate and graduate tuition, 1995-1999; (7) financial aid—undergraduate and graduate—total dollars, number of recipients and average award per recipient, 1997-98; state program expenditures, FY 1999; and (8) private career schools—enrollments by school, 1998; number, enrollment, and completion rate by school type, 1998. (CH)

ED 440 598 HE 032 828

The EFC Formula, 2000-01.

Department of Education, Washington, DC.

Pub Date—2000-00-00

Note—31p.; For a 1999-2000 guide, see ED 428 603.

Pub Type— Guides - Non-Classroom (055)

EDRS Price – MF01/PC02 Plus Postage.

Descriptors—Eligibility, *Federal Aid, *Financial Aid Applicants, Financial Needs, Higher Education, *Need Analysis (Student Financial Aid), *Parent Financial Contribution, *Paying for College, *Student Financial Aid

This document answers questions about the Expected Family Contribution (EFC) used to determine eligibility for financial aid at institutions of higher education. Answers are provided for the following questions: What is the EFC? What is the source of data used for EFC calculations? Who processes the application and how is the student notified? Which EFC worksheet should be used? What is the definition of an independent student? Which students quality for the simplified EFC formula? Which students automatically qualify for a zero EFC? Why might a calculation of an EFC using the enclosed worksheets differ from the EFC reported on a Student Aid Report? Appended are three worksheets and tables for calculating EFC under formulas A (for dependent students), B (for independent students without dependents), and C (for independent students with dependents). (CH)

ED 440 599 HE 032 829

Stalker, Jacqueline, Ed. Prentice, Susan, Ed.

The Illusion of Inclusion: Women in Post-Secondary Education.

Spons Agency—Ministry of Canadian Heritage, Ottawa (Ontario).; Nova Scotia Dept. of Education and Culture, Halifax.

Report No.—ISBN-1-895686-17-2

Pub Date—1998-00-00

Note—256p.

Available from—Fernwood Publishing, Box 9409, Station A, Halifax, Nova Scotia B3K 5S3, Canada.

Pub Type— Books (010) — Collected Works - General (020)

Document Not Available from EDRS.

Descriptors—College Students, Curriculum Evaluation, *Educational Environment, *Equal Education, *Equal Opportunities (Jobs), Foreign Countries, Graduate Study, Higher Education, Minority Groups, Organizational Change, Organizational Climate, Policy Analysis, Policy Formation, Sex Bias, *Sex Discrimination, Sex Stereotypes, Undergraduate Study, *Women Faculty, *Womens Education

Identifiers—*Canada

The 17 monographs in this book are written from the perspective of Canadian women students, faculty, and administrators about their experiences in postsecondary education. Selections are organized under five headings: (1) "Post-Secondary Education: The Inclusion Myth Then and Now"; (2) "Women as Students: The Marginal Majority"; (3) "Women as Faculty: The Marginal Majority"; (4) "Policies and Practices: More Illusion"; and (5) "Warming the Climate: Towards Inclusion." Monograph titles are: "The Four Phases of Academe: Women in the University" (Margaret Gillett); "Strangers in Canadian Classrooms: Native Students and Quebec Colleges" (Linda Collier); "Making the Grade Against the Odds: Women as

University Undergraduates" (Judith Blackwell); "It's Still a Man's World: Women and Graduate Study" (Vande Jane Vezina); "The Academic Shunning of Fat Old Women" (Bobbi Spark); "An Education at Last" (Gail de Chateauvert); "The Changing Space for Women in Academe: The 'En-gender-ing' of Knowledge" (Rose Sheinin); "Hiring Women at Canadian Universities: The Subversion of Equity" (Anne Innis Dagg); "The Revolving Door: Faculty Women Who Exit Academia" (Peta Tancred and Susan Hook Czarnocki); "Ensuring Our 'Vocal Presence' in the Classroom: Considerations of a Complex Task" (Patricia Hughes); "Women and Post-Secondary Science Education: A Case for Curriculum Transformation" (Peggy Tripp-Knowles); "Women Don't Count in Our Classrooms" (Beth Rubin and Christine L. Cooper); "For Her Own Good? Women and Safety at Post-Secondary Institutions" (Nancy Johnston); "Balancing Child Care and Work" (Jennie M. Hornosty); "On the Road To Find Out: Everyday Advice for Working-Class Mothers Returning to School" (Eunice Marie Fisher Lavell); "Let's Start the Revolution" (Jacqueline Stalker); and "Creating the 'Woman-Friendly' University: A Summary of the CFUW Report" (Mary Saunders, Margaret Therrien, and Linda Williams). (Contains approximately 320 references; some chapters contain endnotes.) (CH)

ED 440 600 HE 032 830

Rouk, Ullik

Collaborating To Learn: More Lessons from School-College Partnerships in the Excellence in Education Program.

Policy Studies Associates, Inc., Washington, DC.; John S. and James L. Knight Foundation, Miami, FL.

Pub Date—1999-11-00

Note—67p.; Afterword by A. Richardson Love, Jr.

Available from—John S. and James L. Knight Foundation, 2 South Biscayne Blvd., Suite 3800, Miami, FL 33131-1803. Tel: 305-908-2600; Web site: http://www.knightfdn.org.

Pub Type— Opinion Papers (120)

EDRS Price – MF01/PC03 Plus Postage.

Descriptors—*College School Cooperation, Cooperative Planning, *Cooperative Programs, Elementary Secondary Education, Higher Education, Institutional Cooperation, *Partnerships in Education, *School Community Programs, *School Community Relationship, School Role, Shared Resources and Services, *Teacher Participation, Teacher Role

This document offers various perspectives on school/college collaborations. The first section, "Schools and Colleges as an Area for Collaboration," is a broad review of how close working relationships between colleges and schools can improve education for all students, as well as help institutions improve themselves. The second section, "Getting To Know Each Other," sets some parameters for such collaborations, including the need for all partners to support the collaboration, a shared vision combined with self-interest, correct timing, agreement on policies, and an understanding of each others' cultures and styles. The third section, "Working Together," focuses on teaching, including sensitivity to the issue of teacher time, team building and networking, the need for stable leadership, and teacher needs. The fourth section, "Keeping the Collaboration Going," deals with recognizing and rewarding faculty participation, sustaining innovation, evaluation, and extending the collaboration to other projects. A brief collaboration check-off sheet follows. An afterword, "A Foundation's Perspective on Learning to Collaborate and Collaborating to Learn" by A. Richardson Love, Jr., offers a brief review of the Knight Foundation Excellence in Education initiative. A final section offers thumbnail descriptions of 26 excellence in education projects at colleges and universities throughout the United States. (Contains 11 references.) (CH)

ED 440 601 HE 032 831

Casazza, Martha E. Silverman, Sharon L.

Learning Assistance and Developmental Education: A Guide for Effective Practice. The

Jossey-Bass Higher and Adult Education Series.
Report No.—ISBN-0-7879-0211-X
Pub Date—1996-00-00
Note—292p.
Available from—Jossey-Bass Publishers, 350 Sansome Street, San Francisco, CA 94104 ($36.95). Tel: 800-956-7739 (Toll Free); Fax: 800-605-2665 (Toll Free); Web site: http://www.josseybass.com.
Pub Type— Books (010) — Guides - Non-Classroom (055)
Document Not Available from EDRS.
Descriptors—College Students, *Developmental Programs, Educational Theories, Higher Education, Learning Disabilities, Learning Problems, Learning Theories, Low Achievement, Teaching Guides, Teaching Methods, *Theory Practice Relationship, Underachievement
This handbook, intended for both beginning and experienced practitioners in the field of developmental education and learning assistance, integrates theory and research in order to construct a new model of practice, which focuses not only on students who need help with basic skills or are underprepared but also on high achievers or graduate students, and seeks to maximize individual potential. The book is divided into three sections. The first, "Examining the Foundations," reviews the history and evolving philosophies of learning assistance and developmental education at the college level and discusses five different learning theory approaches; a case study is included. Chapters in the second section, "Creating an Integrative Approach for Practice," examine fundamental principles and practices, including organizing and managing a program, assessing student needs, and training tutors. Examples are offered of four successful programs that represent different types of institutions and organizational frameworks. The final chapter in this section offers a model for practice emphasizing the interconnections among the four variables of theory, research, principles, and practice. The final section, "Shaping the Future," focuses on conducting research that advances practice, creating a guiding philosophy and professional identity, and preparing for the challenges to be faced in the future. (Contains approximately 155 references.)(CH)

ED 440 602   HE 032 832
Speck, Bruce
Grading Students' Classroom Writing: Issues and Strategies. ERIC Digest.
ERIC Clearinghouse on Higher Education, Washington, DC.; George Washington Univ., Washington, DC. Graduate School of Education and Human Development.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No. —EDO-HE-2000-1
Pub Date—2000-00-00
Contract—RR-99-00-0036
Note—4p.; Prepared in cooperation with Jossey-Bass Publishers. Based on a full-length report in the ASHE-ERIC Higher Education Report series, 27-3.
Available from—ERIC Clearinghouse on Higher Education, One Dupont Circle, N.W., Suite 630, Washington, DC 20036-1183. Tel: 800-773-3742 (Toll Free); Fax: 202-452-1844; Web site: http://www.eriche.org.
Pub Type— ERIC Publications (071) — ERIC Digests in Full Text (073)
EDRS Price – MF01/PC01 Plus Postage.
Descriptors—College Faculty, *Grading, Higher Education, Student Evaluation, Teacher Student Relationship, *Writing (Composition), Writing Ability, *Writing Achievement, Writing Evaluation, Writing Improvement, *Writing Instruction, *Writing Skills, Writing Teachers
Identifiers—ERIC Digests
This digest examines issues related to the grading of students' classroom writing, including the relation of the writing process to the grading process, ways to construct effective writing assignments, fairness and professional judgment, ways to include students in the assessment of writing, and guide-

lines that professors can use to provide effective feedback to help students revise their writing. The paper discusses integrating grading into the writing process; constructing effective writing assignments; ensuring that professional judgments are fair; involving students in the grading process; and helping students learn how to respond effectively to writing. The paper also considers the type of administrative support needed by faculty to enable them to effectively intertwine the writing/grading process. (CH)

ED 440 603   HE 032 833
Alstete, Jeffrey
Post Tenure Faculty Development: Building a System of Faculty Improvement and Appreciation. ERIC Digest.
ERIC Clearinghouse on Higher Education, Washington, DC.; George Washington Univ., Washington, DC. Graduate School of Education and Human Development.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No. —EDO-HE-2000-2
Pub Date—2000-00-00
Contract—RR-99-00-0036
Note—4p.; Prepared in cooperation with Jossey-Bass Publishers. Based on a full-length report in the ASHE-ERIC Higher Education Report series, 27-4.
Available from—ERIC Clearinghouse on Higher Education, One Dupont Circle, N.W., Suite 630, Washington, DC 20036-1183. Tel: 800-773-3742 (Toll Free); Fax: 202-452-1844; Web site: http://www.eriche.org.
Pub Type— ERIC Publications (071) — ERIC Digests in Full Text (073)
EDRS Price – MF01/PC01 Plus Postage.
Descriptors—Aging in Academia, College Faculty, *Faculty Development, *Faculty Evaluation, Higher Education, Individual Development, Seniority, Teacher Evaluation, *Tenure, *Tenured Faculty, Work Life Expectancy
Identifiers—ERIC Digests
This digest suggests post-tenure faculty development programs as a way to address pressures on the tenure system and calls for the elimination of tenure in higher education. The paper notes that tenure policies are being impacted by internal factors such as the uncapping of the mandatory retirement age and the aging of faculty, as well as by external forces such as increased use of information technology, globalization of the curriculum, a more diverse student population, and negative public perceptions about the tenure system. The paper examines current practices of faculty development, takes note of post-tenure faculty development programs currently used by several institutions, and suggests several strategies for building improved post-tenure faculty development programs. (CH)

ED 440 604   HE 032 834
Performance Indicators of California Higher Education, 1999. The Sixth Annual Report to California's Governor, Legislature, and Citizens in Response to Assembly Bill 1808 (Chapter 741, Statutes of 1991).
California State Postsecondary Education Commission, Sacramento.
Report No.—CPEC-CR-00-2
Pub Date—2000-02-00
Note—108p.; For 1998 report, see ED 425 691.
Available from—California State Postsecondary Commission, 1303 J Street, Suite 500, Sacramento, CA 95814-2938. Tel: 916-445-7933; e-mail: PublicationRequest@cpec.ca.gov; Web site: http://www.cpec.ca.gov.
Pub Type— Numerical/Quantitative Data (110) — Reports - Descriptive (141)
EDRS Price – MF01/PC05 Plus Postage.
Descriptors—*Access to Education, *Accountability, College Freshmen, *College Outcomes Assessment, College Preparation, Community Colleges, Demography, *Educational Trends, Evaluation Criteria, Evaluation Methods, Financial Support, Graduate Study, Higher Education,   *Outcomes   of   Education,

*Performance, Public Colleges, State Aid, Tables (Data), Transfer Students, Trend Analysis
Identifiers—*California
This sixth annual report on the performance indicators of California higher education presents background information on the development and recent revision of California's performance indicators for higher education; describes the scope of the current set of indicators, highlighting recent trends; and delineates some recent developments and future plans. The performance indicators are divided into five sections: (1) population (age, racial/ethnic, educational attainment, earnings by level of educational attainment); (2) fiscal context (state general fund appropriations, student fees, student financial assistance, median family income); (3) student preparation (high school graduates by major geographic region, racial/ethnic composition of graduating class, grade point average, achievement); (4) student access (enrollment as first-time freshmen at public colleges and universities, college-going rates, racial/ethnic enrollment, community college transfers, graduate enrollment, transfer students); and (5) student outcomes (five-year persistence rates, number of students served by programs for students with disabilities; baccalaureate, master's, and doctoral degrees awarded.) Among the highlights noted are the recent release of 60 performance measures covering: student access, student success, staff composition, and fiscal conditions. Also noted are appropriations for the Partnership for Excellence program, which is intended to provide documentation of system performance in five defined outcomes in exchange for additional funding. Relevant state statutes are appended. (CH)

ED 440 605   HE 032 835
Student Profiles, 1999. The Latest in a Series of Annual Factbooks about Student Participation in California Higher Education.
California State Postsecondary Education Commission, Sacramento.
Report No. —CPEC-CR-99-5
Pub Date—1999-12-00
Note—230p.
Available from—California State Postsecondary Commission, 1303 J Street, Suite 500, Sacramento, CA 95814-2938. Tel: 916-445-7933; e-mail: PublicationRequest@cpec.ca.gov; Web site: http://www.cpec.ca.gov.
Pub Type— Numerical/Quantitative Data (110)
EDRS Price – MF01/PC10 Plus Postage.
Descriptors—College Applicants, College Bound Students, College Freshmen, College Graduates, *College Students, *College Transfer Students, Community Colleges, Educational Attainment, *Educational Trends, Enrollment Projections, *Enrollment Trends, *High School Graduates, Higher Education, Private Colleges, Public Education, *State Universities, Student Characteristics, Tables (Data), Trend Analysis
Identifiers—*California
This report provides information about students in postsecondary education in California, including information on first-time freshmen and transfer students, as well as other data, including total enrollments and student outcomes. Most of the tables display information covering the period 1988-89 through academic year 1997-98. Tables are organized in six sections: (1) California high school graduates—which provides information about the number of public and private high school graduates, their origin and academic preparation by region, and their college-going rates at California public and independent postsecondary institutions; (2) all postsecondary students—which provides information about total student enrollment in California's colleges and universities; (3) first-time freshmen and new students—which includes information (origin, gender, racial/ethnic distribution) about college-going rates of recent high school graduates, and compares California first-time freshman enrollment with U.S. data; (4) transfer students—which includes information on students transferring from community colleges to the California State University and the University of California; (5) student outcomes—which provides information on the number of degrees/certificates awarded at public

institutions by level, gender, race/ethnicity, and discipline; and (6) area-specific student data—which includes information on high school graduates and college-going rates by county, and on community college transfer students by district and campus. (CH)

ED 440 606   HE 032 836

Kuhn, Beverly T.

Transportation Engineering Education and Outreach Program Designed for the Collegiate Level. Final Report.

Texas A and M Univ., College Station. Texas Transportation Inst.

Spons Agency—Texas A and M Univ., College Station. Texas Transportation Inst. Southwest Region University Transportation Center.; Department of Transportation, Washington, DC.

Report No.—SWUTC-99-472840-00029-1

Pub Date—1999-09-00

Contract—DTRS95-G0006

Note—60p.

Available from—National Technical Information Service, 5285 Port Royal Road, Springfield, VA 22161.

Pub Type— Reports - Descriptive (141)

EDRS Price – MF01/PC03 Plus Postage.

Descriptors—Career Awareness, *Career Choice, Careers, College Students, Colleges, Graduate Study, Higher Education, Occupations, Outreach Programs, Partnerships in Education, Professional Development, Program Content, Program Development, Program Effectiveness, Program Implementation, School Business Relationship, *Technology Education, *Transportation, Universities, Vocational Schools

The Transportation Engineering Education and Outreach Program was organized to develop and disseminate educational and outreach materials that would encourage students in colleges, universities, and technical schools to select transportation as a career path and to attract more students into transportation graduate programs. The research capitalized on the transportation expertise of the Texas Transportation Institute as well as on its relationship with other regional universities. Materials developed under this program included speaker notes, visual aids, reference materials, interactive demonstrations, and computer exercises that utilize transportation-related Internet sites; the purpose was to expose university and technical school students to the transportation profession and the role it plays in urban, suburban, and rural mobility. The materials also provide insight into the broad range of employment opportunities available within the profession and the manner in which technology is applied to transportation. The document includes an introduction, which provides background materials; a section covering development of two modules—one on the transportation profession and another on intelligent transportation systems; a discussion of the outreach and technology transfer activities; a section on program assessment; and recommendations. A copy of the transportation profession module is appended, as well as project feedback forms. (CH)

ED 440 607   HE 032 837

Kuhn, Beverly T.

Assessment of a Regional Transportation Education Alliance To Improve Mobility.

Texas A and M Univ., College Station. Texas Transportation Inst.

Spons Agency—Texas A and M Univ., College Station. Texas Transportation Inst. Southwest Region University Transportation Center.

Report No.—SWUTC-98-167103-1

Pub Date—1998-08-00

Contract—10727

Note—47p.

Available from—National Technical Information Service, 5285 Port Royal Road, Springfield, VA 22161.

Pub Type— Reports - Research (143)

EDRS Price – MF01/PC02 Plus Postage.

Descriptors—Career Awareness, Careers, Colleges, Curriculum, Education Work Relationship, Employment Opportunities, Higher Education, Occupations, Partnerships in Education, Pro-

gram Content, Program Development, Program Implementation, Regional Planning, *Regional Programs, *School Business Relationship, *Technology Education, Technology Transfer, *Transportation, Universities

This report examines issues related to transportation education, with the objective of developing and packaging transportation-related materials for use in college and university transportation education programs. The study was conducted by the Southwest Region University Transportation Center (SWUTC) region, but it is expected that the results will be applicable nationally. A questionnaire survey assessed the education needs of various types of employers that hire transportation professionals and the level of transportation-related knowledge employers expect of undergraduates hired into entry-level positions. The survey also examined transportation education resources at universities in the SWUTC region. The report recommends that four transportation topics receive high priority for action by an education alliance—traffic engineering, traffic operations, highway capacity, and transportation planning—and also suggests that universities with expertise develop appropriate educational materials, that a regional task force works to ensure that specific needs are met, and that universities and employers in the region create an alliance to address the educational needs of the profession. The five sections of the report include an introduction; a discussion of current education needs; current educational resources; delivery mechanisms; and findings and recommendations. The employer survey and the university survey are appended. (CH)

ED 440 608   HE 032 838

Nettles, Michael T. Perna, Laura W. Bradburn, Ellen M.

Salary, Promotion, and Tenure Status of Minority and Women Faculty in U.S. Colleges and Universities. National Study of Postsecondary Faculty, 1993 (NSOPF:93). Statistical Analysis Report.

Michigan Univ., Ann Arbor.; College Fund/UNCF, Fairfax, VA. Frederick D. Patterson Research Inst.; National Center for Education Statistics (ED), Washington, DC.

Report No.   —NCES-2000-173;   ISBN-0-16-050303-5

Pub Date—2000-03-00

Note—134p.

Available from—ED Pubs, P.O. Box 1398, Jessup, MD 20794-1398. Tel: 877-433-7827 (Toll Free). U.S. Government Printing Office, Superintendent of Documents, Mail Stop: SSOP, Washington, DC 20402-9328.

Pub Type— Numerical/Quantitative Data (110) — Reports - Research (143)

EDRS Price – MF01/PC06 Plus Postage.

Descriptors—*Academic Rank (Professional), Black Teachers, College Faculty, Employment Level, Full Time Faculty, Higher Education, Hispanic Americans, *Minority Groups, Predictor Variables, *Race, Racial Composition, *Racial Differences, Statistical Analysis, Tables (Data), Teacher Characteristics, *Teacher Salaries, Teacher Surveys, *Tenure, Tenured Faculty, Women Faculty

Identifiers—*National Study of Postsecondary Faculty

This report, using data from the 1992-93 National Study of Postsecondary Faculty, examines differences among postsecondary faculty by gender and by race/ethnicity. Comparisons were made on several human capital variables (education/experience) and structural variables (academic discipline/institution type), as well as for faculty outcomes (salary/tenure/rank). A multivariate analysis of factors associated with salary was also conducted. The study found differences between male and female faculty members in salary and rank, with female full-time faculty averaging lower salaries than males. Age, education, and experience also differed by gender, with female full-time faculty having lower educational levels and less experience than male faculty. Differences among racial/ethnic groups were also noted: white faculty generally had higher salaries and were more likely to be

tenured and to be full professors than black faculty; and Black, non-Hispanic full-time faculty were less likely than white, non-Hispanic faculty to have higher salaries, tenure, and full professorships. Sections include an introduction, which notes prior research on the determinants of faculty salary, tenure, and rank, and methodology; sections examining representation of faculty by gender and by race/ethnicity; a section on the multivariate analysis; and a conclusion. Appended are technical notes, standard error tables, and additional data. (Contains 44 references.) (CH)

ED 440 609   HE 032 839

Badat, M. Saleem

Black Student Politics, Higher Education, and Apartheid: From SASO to SANSCO, 1968-1990.

Human Sciences Research Council, Pretoria (South Africa).

Report No.—ISBN-0-7969-1896-1

Pub Date—1999-00-00

Note—407p.

Available from—Human Sciences Research Council, Publishers, Private Bag X41, Pretoria 0001, South Africa.

Pub Type— Books (010) — Opinion Papers (120)

EDRS Price – MF01/PC17 Plus Postage.

Descriptors—*Activism, *Apartheid, *Black Students, Civil Disobedience, Civil Rights, De Jure Segregation, Empowerment, Foreign Countries, Higher Education, Political Issues, *Political Power, Racial Segregation, Revolution, *Social Action, *Student Organizations, Student Rights, Student Subcultures

Identifiers—*South Africa

This book examines student politics in South Africa during the period 1968 to 1990, and specifically at two black higher education organizations: the South African National Students' Congress (SANSCO) and the South African Students' Organization (SASO), focusing on their ideological and political orientations, internal organizational structure, intellectual, political, and social determinants, and their contributions to the struggle against apartheid. The book's essential argument is that both were revolutionary national student political organizations that operated as organized social forces within the national liberation movement, that they functioned as catalysts of collective action, and contributed to the erosion of the apartheid social order. The book finds that black students were not just victims of apartheid but were also thinkers, conscious actors, and historical agents in the face of an authoritarian political order. Chapter 1, an introduction, examines the character, role, and significance of the two organizations. Chapters 2-5 examine SASO's role from 1960 to 1976-77; and chapters 6-10 examine SANSCO's activities from 1976-77 to 1990. Appended are the SASO policy manifesto and a SANSCO constitution and policy document. (Contains approximately 350 references.) (CH)

ED 440 610   HE 032 840

Cornwell, Grant H. Stoddard, Eve W.

Globalizing Knowledge: Connecting International & Intercultural Studies. The Academy in Transition.

Association of American Colleges and Universities, Washington, DC. Program on the Status and Education of Women.

Report No.—ISBN-0-911696-77-6

Pub Date—1999-00-00

Note—54p.

Available from—Association of American Colleges and Universities, 1818 R Street, NW, Washington, DC 20009. Web site: http://www.accu-edu.org.

Pub Type— Opinion Papers (120)

EDRS Price – MF01/PC03 Plus Postage.

Descriptors—Cross Cultural Studies, Cultural Awareness, *Cultural Differences, Cultural Interrelationships, *Cultural Pluralism, *Educational Change, *Global Education, Higher

Education, Intercultural Programs. *Multicultural Education, *Undergraduate Study
Identifiers—*Globalization

This is the fourth in a series of occasional papers that analyze the changes taking place in U.S. undergraduate education. This essay examines two streams of reform on the campus and in the curriculum—internationalization and diversification—and suggests that these separate movements must come together in a new paradigm of higher education in which diversity would be taught as the historical result of multiple overlapping diasporas created by the evolving process of globalization. Concomitantly, an understanding of deeply different cultural and political perspectives from outside the United States would develop the intercultural skills students will need in an increasingly diverse and globally interdependent nation. Part 1 of the paper, "Separate Streams: The Legacy of American Exceptionalism," focuses on the internationalization of U.S. higher education, diversity, reconceptualizing identities and locations, globalization, diasporas, interculturalism, and positionality (identity politics). Part 2, "Educational Goals for U.S. Students in the Twenty-first Century," offers four interrelated goals that follow from the changes identified in part 1: understanding diverse cultures; developing intercultural skills; understanding global processes; and preparing for local and global citizenship. (Contains 56 references and 6 endnotes.) (CH)

ED 440 611   HE 032 841
Miller, Joseph B.
Assessing the Institution: The National Accreditation Perspective.
Pub Date—1999-11-04
Note—10p.; Paper presented at the Annual Meeting of the National Communication Association (85th, Chicago, IL, November 4-7, 1999).
Pub Type— Reports - Descriptive (141) — Speeches/Meeting Papers (150)
EDRS Price – MF01/PC01 Plus Postage.
Descriptors—*Accreditation (Institutions), *Accrediting Agencies, Educational Quality, Evaluation, *Evaluation Criteria, Evaluation Methods, Higher Education, *Institutional Evaluation, Performance Factors, State Standards, *Student Evaluation

This paper presents an overview of the institutional accreditation process, focusing especially on how student assessment fits into accreditation. There are two important reasons for accreditation: first, student financial aid programs at all levels require accreditation; and second, public or private institutional funders require it as a standard of good practice. Accreditation is based on criteria that reflect best practices in education, and to that end accrediting agencies seek information on what the institution says it is doing; whether the institution has the resources to do what it says it is doing; how the institution demonstrates performance; whether the institution will be able to continue these practices; and whether the institution operates with integrity. The accrediting process itself has four steps: (1) an institutional self-study based on the above criteria; (2) evaluation by accrediting agencies of the self-study; (3) a written report by the accrediting agency; and (4) an appeal, should that be necessary. Within the accreditation process, special attention is given to assessment of student learning. For accreditation purposes, a student assessment program should have four components: an institutional mission statement; departmental goal statements; clearly stated course objectives; and continuous assessment, with results used to make appropriate changes. (CH)

ED 440 612   HE 032 842
Unified Budget Recommendations for Fiscal Year 2000-2001.
Alabama State Commission on Higher Education, Montgomery.
Pub Date—1999-12-00
Note—88p.; For Recommendations for Fiscal Year 1998-99, see ED 421 034.
Available from—Alabama Commission on Higher Education, P.O. Box 302000, Montgomery, AL 36130-2000. Tel: 334-242-1998; Fax: 334-

242-0268; Web site: http://www.ache.state.al.us.
Pub Type— Numerical/Quantitative Data (110) — Opinion Papers (120)
EDRS Price – MF01/PC04 Plus Postage.
Descriptors—*Budgeting, *Educational Finance, Higher Education, Operating Expenses, *Politics of Education, Public Education, Resource Allocation, State Aid, State Colleges, State Departments of Education, State Universities
Identifiers—*Alabama

This document presents recommendations to the state legislature for a unified higher education budget for the state of Alabama for fiscal year 2000-01. The first section of the report provides a summary of the budget recommendations, which increase higher education appropriations by 7.53 percent to approximately $860 million. This funding level consists of three parts: an increase of existing allocations by approximately 5.03 percent, additional equity funds, and a special equity allocation to certain institutions that remain significantly below average funding. Other sections of the report cover program details for the budget recommendation; funding formulas and the unified budget recommendation process; supporting data for the funding formula; and critical capital needs for Alabama public higher education. (CH)

ED 440 613   HE 032 843
Standing, Kimberly
Satisfaction with TRIO Programs. Final Report.
Westat, Inc., Rockville, MD.; Department of Education, Washington, DC. Office of the Under Secretary.
Report No. —PES-99-4
Pub Date—1999-11-00
Contract—EA95056001
Note—123p.
Available from—ED Pubs, P.O. Box 1398, Jessup, MD 20794-1398. Tel: 877-433-7827 (Toll Free). For full text: www.ed.gov/offices/OUS/eval/higher.html.
Pub Type— Numerical/Quantitative Data (110) — Reports - Research (143) — Tests/Questionnaires (160)
EDRS Price – MF01/PC05 Plus Postage.
Descriptors—Access to Education, *Disadvantaged Youth, Educationally Disadvantaged, *Federal Programs, Higher Education, National Programs, *Program Evaluation, Public Policy, *Student Financial Aid, Surveys, Tables (Data)
Identifiers—Department of Education, *TRIO Programs

This report presents the results of a survey of federal 1997 TRIO (special programs for students from disadvantaged backgrounds) grantees and non-funded applicants conducted to determine grantees' satisfaction with support services provided by the Department of Education and to examine differences in levels of satisfaction across first-time grantees, repeat grantees, and non-funded applicants. The survey found that: in general, applicants were highly satisfied with the federal TRIO program, although the level of satisfaction varied across areas of customer service; levels of satisfaction differed for applicants who received funding and for those who did not; grantees rated training sessions conducted by TRIO grantees highly; grantees were generally satisfied with performance reporting requirements, although satisfaction levels with various aspects of the reporting requirements varied considerably; and first-time applicants were less satisfied than repeat applicants with their interaction with the Department of Education. Sections of the document include an executive summary and introduction, as well as discussions of overall experience, levels of satisfaction in specific areas, experience with outside organizations, first-time applicants, and suggested improvements. Appended are detailed data tables, comparisons of student support services for grantees and non-funded applicants, comparison of postsecondary/nonpostsecondary organizations, methodology, and survey instruments and summary statistics. (CH)

ED 440 614   HE 032 844
Lucas, Ann F.
Leading Academic Change: Essential Roles for Department Chairs. The Jossey-Bass Higher and Adult Education Series.
Report No.—ISBN-0-7879-4682-6
Pub Date—2000-00-00
Note—311p.; "And Associates." Foreword by R. Eugene Rice.
Available from—Jossey-Bass Publishers, 350 Sansome Street, San Francisco, CA 94104. Tel: 800-956-7739 (Toll Free); Fax: 800-605-2665 (Toll Free); Web site: http://www.jossey-bass.com.
Pub Type— Books (010) — Collected Works - General (020)
Document Not Available from EDRS.
Descriptors—*Administrative Change, *Administrator Characteristics, Administrator Effectiveness, *Administrator Role, Change Agents, Change Strategies, Curriculum Development, *Department Heads, Educational Change, Higher Education, Institutional Environment, Instructional Leadership, *Leadership, Leadership Qualities, Leadership Responsibility, *Organizational Change, School Administration

This book offers a strategy for institutional change and an examination of the role of leadership in organizations. Essays focus on the shift away from faculty to a concentration on learning, especially on changes in the role of the department chair. The 12 essays are organized in three parts: Part 1, "Leading Change," includes: "A Teamwork Approach to Change in the Academic Department" and "A Collaborative Model for Leading Academic Change" (Ann F. Lucas); "Handling Resistance to Change" (Sandra I. Cheldelin); and "Transforming Departments into Productive Learning Communities" (Thomas A. Angelo). Part 2, "The Collaborative Role of the Chair in Departmental Change," includes: "The Departmental Statement on Promotion and Tenure: A Key to Successful Leadership" (Robert M. Diamond); "Post-Tenure Review" (Christine M. Licata); and "Strengthening the Departmental Voice in the Faculty Reward System" (Howard B. Altman). Part 3, "Leading Innovative Change in Curriculum and Teaching," includes: "Monitoring and Improving Educational Quality in the Academic Department" (Lion F. Gardiner); "Service Learning and the Engaged Department: A Strategy with Many Uses" (Edward Zlotkowski); "Giving Faculty Ownership of Technological Change in the Department" (A. W. "Tony" Bates); "Leading Curriculum Renewal" (Ann S. Ferren and Kay Mussell); and "The Academy as Learning Community: Contradiction in Terms or Realizable Future?" (Peter M. Senge). (Individual essays contain references.) (CH)

IR

ED 440 615   IR 019 965
Chang, George Sheu-Ting Chu, Clarence Lee, Bosco Wen Ruey Cornell, Richard
Recreating Technology Standards for Taiwan's Colleges and Universities.
Pub Date—2000-02-00
Note—8p.; Paper presented at the Association for Educational Communications and Technology (AECT) International Convention (22nd, Long Beach, CA, February 16-20, 2000).
Pub Type— Reports - Descriptive (141)
EDRS Price – MF01/PC01 Plus Postage.
Descriptors—Academic Achievement, *Academic Standards, Educational Development, *Educational Objectives, Educational Planning, *Educational Technology, Foreign Countries, Higher Education
Identifiers—Taiwan

This paper describes a project, currently in the planning stage, that is intended to provide definitive instructional technology standards for Taiwan's colleges and universities. The objective is that upon completion of this project, instructional technology quantitative and qualitative standards for colleges and universities in Taiwan will be developed, field

tested, and, it is hoped, adopted by the Ministry of Education of the Taiwanese government. The description of proposed activities outlines: the methodology; academic and professional context; relevance of this proposal; significance of the proposed project to the field, the design team's professional development, and benefits to Taiwan; necessity for presence within the host country to complete this project; arrangements for national affiliation or collaboration; project timeline; language competence requirements; and dissemination of results. The paper contains a selected bibliography of 28 books and journal articles. (AEF)

ED 440 616   IR 019 975

Winograd, David Milton, Katherine

Construction of Conflict: A Microethnographic Study.

Pub Date—2000-02-00

Note—18p.; Paper presented at the Association for Educational Communications and Technology (AECT) International Convention (22nd, Long Beach, CA, February 16-20, 2000).

Pub Type— Reports - Research (143)

EDRS Price – MF01/PC01 Plus Postage.

Descriptors—Computer Assisted Instruction, *Computer Mediated Communication, *Distance Education, Electronic Mail, *Group Discussion, Higher Education, Listservs, Perception, *Student Attitudes, *Student Reaction, Teleconferencing

This paper explores the ways in which the perception of a real-time classroom exchange serves as the conduit to a grander socially constructed conflict through the mediation of an asynchronous online listserve. The sample of 25 listserve messages was selected from a class of 191 undergraduate students in the lecture section of an introductory computer technology class. During the course of the class, a visiting colleague frequently interjected comments and information from the back of the lecture hall, interrupting the flow of the lecturer's presentation. The students did not comment on this during the lecture, but used the listserve to voice their ideas and concerns about the interruption. Selected e-mail messages from the students are reproduced and analyzed in this paper. Findings indicate that in the absence of mediation by the central characters being discussed, the discourse elements of declaration, hedging, and flaming, in the construction of this online conflict, emerged as the primary engines that propelled the conflict forward, and finally to its resolution. The attributes of restatement, set-up, transition, and attack emerged as the salient features used by students as they constructed a conflict reality that was quite different in the virtual space of communication than it was in the physical classroom. Includes a list of forms of hedging. (AEF)

ED 440 617   IR 019 976

Bleiler, Richard, Comp. Plum, Terry, Comp.

Networked Information Resources. SPEC Kit 253.

Association of Research Libraries, Washington, DC. Office of Leadership and Management Services.

Report No.—ISSN-0160-3582

Pub Date—1999-12-00

Note—131p.; SPEC Flyer not included with this SPEC Kit. Published six times per year.

Available from—ARL Distribution Center, P.O. Box 531, Annapolis Junction, MD 20701-0531 ($25 members; $40 non-members; plus $6 shipping and handling). Tel: 301-362-8196; Fax: 301-206-9789; e-mail: pubs@arl.org; Web site: http://www.arl.org/pubscat/index.html.

Journal Cit—SPEC Kit; n253 Dec 1999

Pub Type— Collected Works - Serials (022) — Reports - Research (143) — Tests/Questionnaires (160)

EDRS Price – MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Academic Libraries, Higher Education, *Information Networks, *Information Sources, *Library Collection Development,

*Library Networks, *Research Libraries, Selection Tools

Identifiers—Association of Research Libraries

This SPEC Kit, published six times per year, examines how Association of Research Libraries (ARL) libraries have structured themselves to identify networked information resources in the market, to evaluate them for purchase, to make purchasing decisions, to publicize them, and to assess their continued utility. In the summer of 1999, the survey was distributed to the 122 ARL member libraries; 59 responses (48%) were returned. Ninety-eight percent of the respondents offered networked information resources to their users. Findings are summarized in terms of staff involvement in each of the five steps of managing electronic resources; most effective methods for identifying new resources, evaluating them and making a purchase decision, publicizing new resources, and deciding to retain or cancel a resource; teams that manage networked information resources; budget; and the role of the consortia. Representative documents from selected responding libraries are presented after the survey form and include selection criteria, request forms and procedures, and electronic resources policies. (Contains 21 selected resources.) (AEF)

ED 440 618   IR 019 977

Winograd, David Milton, Katherine

Writing in the Ether: A Collaborative Approach to Academic Research.

Pub Date—2000-02-00

Note—7p.; Paper presented at the Association for Educational Communications and Technology (AECT) International Convention (22nd, Long Beach, CA, February 16-20, 2000).

Pub Type— Reports - Descriptive (141)

EDRS Price – MF01/PC01 Plus Postage.

Descriptors—*Computer Mediated Communication, Computer Oriented Programs, Computer Software, Electronic Mail, *Faculty Publishing, Higher Education, Researchers, Teleconferencing, *Writing for Publication

Identifiers—*Collaborative Research

The purpose of this paper is to shed light on the developmental stages of academic publication collaborations through both research on the collaborative process itself, as well as through analysis of the discovery process. Using the qualitative software package, NUD*IST, the teleconferencing system, FirstClass, and standard e-mail, the study discovered methods which enhanced both the conceptual development and writing process of co-authored academic research for publication. Working collaboratively online offered the authors great flexibility and focus in the production of a co-authored research based paper. The following elements were critical to the project's success: conferencing system with an internal real-time chat function; conferencing system with an e-mail element for transfer/archiving data; system to code differences in text versions and edits; method to concurrently code and merge data for analysis; flexible time to meet online to stay on track; and trust and respect in the partner's abilities. With the exception of the technological interface that such an endeavor demands, the same or similar elements emerged as would be found in the traditional "presenced" collaborative environment. The most significant missing element was the distractions that can result from tangential and casual conversations. (AEF)

ED 440 619   IR 019 978

McCrary, Nancye

Affecting Socially Constructed Beliefs through Narrative Simulation.

Pub Date—2000-02-00

Note—19p.; Paper presented at the Association for Educational Communications and Technology (AECT) International Convention (22nd, Long Beach, CA, February 16-20, 2000).

Pub Type— Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price – MF01/PC01 Plus Postage.

Descriptors—Affective Behavior, Bias, *Computer Simulation, Emotional Response, *Ho-

mophobia, Instructional Development, Instructional Materials, *Personal Narratives

Identifiers—*Reflective Thinking

This project explores the use of narrative to mediate the delivery of information on the effects of harmful discrimination in a simulated environment that is intended to arouse empathy and inspire reflection. It focuses on the potential of instructional narrative simulation to change biased beliefs about homosexuality. "This just is!" Jeff's Story is an instructional development project that utilizes narrative simulation as a strategy for affective learning. It focuses on enhancing empathetic abilities, stimulating self-reflection, fueling group discussion, and offering opportunity for reconstruction of storied biases. Initially developed as a paper and pencil exercise, it has been evaluated through expert review and user testing, and is currently being developed into an interactive multimedia program. Jeff's Story has been field tested with a variety of users in both the original pencil and paper format and as an interactive multimedia program. Overall user feedback indicated that the experience stimulated continued thinking and discussion. Since reflection is a necessary activity for reconstructing biased beliefs, such feedback offers hope that this instruction experience, at least, can create the possibility of changing biased beliefs over time. Appendices present an image of the opening splash screen from the interactive multimedia program and a sample Internet resource link screen. (Contains 41 references.) (AEF)

ED 440 620   IR 019 979

Al-Saleh, Bader A. Al-Debassi, Saleh M.

Computer Based Instruction in Saudi Education: A Survey of Commercially Produced Software.

Pub Date—2000-02-00

Note—16p.; Paper presented at the Association for Educational Communications and Technology (AECT) International Convention (22nd, Long Beach, CA, February 16-20, 2000).

Pub Type— Reports - Research (143)

EDRS Price – MF01/PC01 Plus Postage.

Descriptors—*Computer Assisted Instruction, *Computer Software, *Computer Uses in Education, Elementary Secondary Education, Foreign Countries, Instructional Materials, Nonprint Media

Identifiers—Saudi Arabia

This study addressed the status quo of instructional software produced by national Saudi Arabian software companies as well as the utilization of commercially produced software at selected 1-12 private schools in Riyadh, Saudi Arabia. Descriptive data from a survey of general managers of four major software producers are reported, as well as from principals of selected private schools. Percentages and frequencies were used for data analysis. Results were as follows: enrichment, computer literacy, and individualized instruction are major uses of instructional software; available software support most elementary and secondary grade levels and subject matters; individual students and private schools are the major target audience for instructional software; formative evaluation is not present in the development process; annual computer exhibits are the major information source about available software; and certain perceived barriers challenge the expansion of computer based instruction in Saudi education. The paper includes recommendations to enhance the status quo of software production and utilization. (Contains 14 references.) (Author/AEF)

ED 440 621   IR 019 980

Hampton, Scott E.

A Review of Literature on Formative Evaluation of Teachers through Mid-Term Student Feedback and How the Reiser and Dick Instructional Planning Model Can Enhance This Feedback.

Pub Date—2000-02-00

Note—40p.; Paper presented at the Association for Educational Communications and Technology (AECT) International Convention (22nd,

Long Beach, CA, February 16-20, 2000).
Pub Type— Reports - Research (143) — Tests/
Questionnaires (160)
EDRS Price – MF01/PC02 Plus Postage.
Descriptors—Educational Research, *Feedback,
Formative Evaluation, Higher Education, In-
structional Effectiveness, *Student Evaluation
of Teacher Performance, Student Motivation,
*Student Reaction, *Teacher Effectiveness,
Teaching Assistants, Teaching Methods,
*Teaching Models

Research has shown that student mid-term feed-
back has significantly increased subsequent ratings
of teacher effectiveness, student achievement, and
student attitudes when the feedback results were
accompanied by expert consultation. A gap in the
literature is an instrument intended to provide spe-
cific feedback on systematic planning and delivery
of instructional activities that can enhance teaching
along with student learning, and motivation. Spe-
cific feedback related to the Reiser and Dick
Instructional Planning Model (1996) can fill this
gap. Following a literature review, this paper pro-
poses a study to examine the effect of mid-term stu-
dent feedback and consultation related to the Reiser
and Dick Model on teacher behaviors, student
learning and motivation. The independent variable
is mid-term student ratings feedback and consulta-
tion related to teacher utilization of the learning
activities (2 levels). The dependent measures will
assess the impact of the intervention on teacher sys-
tematic instruction behaviors through observa-
tions, interviews and surveys; student learning as
measured by final exam scores on a common exam;
and student motivation through surveys. Based on
teacher interviews and surveys, the study will also
address the utility of the Reiser and Dick model for
Teacher Assistants. Appendices include: a compari-
son chart of feedback studies; Reiser and Dick
Instructional Activities link to Gagne and Learning
Theory; overview of the problem statement (The
Effect of Student Ratings of Systematic Instruction
on Teaching, Learning, and Motivation); instruc-
tional activities feedback form (Florida State Uni-
versity Evaluation Services); consultation
interview protocol; classroom observation check-
list; Keller's Course Interest Survey (Florida State
University Evaluation Services); and an overview
of procedure. (Contains 72 references.) (AEF)

ED 440 622   IR 019 981
**Improving Federal Education Programs
through an Integrated Performance and
Benchmarking System.**
Department of Education, Washington, DC. Of-
fice of the Under Secretary.
Pub Date—2000-02-00
Note—18p.
Pub Type— Reports - Descriptive (141)
EDRS Price – MF01/PC01 Plus Postage.
Descriptors—*Benchmarking, *Data Collection,
Educational Development, *Educational Re-
search, Elementary Secondary Education, Fed-
eral Government, *Federal Programs,
Information Systems, Internet, *Online Sys-
tems, Research Methodology, Testing
Identifiers—Department of Education

This document highlights the problems with cur-
rent federal education program data collection
activities and lists several factors that make move-
ment toward a possible solution, then discusses the
vision for the Integrated Performance and Bench-
marking System (IPBS), a vision of an Internet-
based system for harvesting information from states
about federal program activities. In discussing the
IPBS vision, the document addresses two ques-
tions: How would students' privacy rights and data
confidentiality be ensured? and How could the
IPBS benefit the U.S. Department of Education
(ED) and its customers? The next section focuses on
the ED-sponsored two-state (Nebraska and Oregon)
test of concept to explore the feasibility of the
vision of the IPBS. Information is provided in terms
of: goals; how the test of concept coordinated with
the National Center for Education Statistics; pro-
gram policy questions addressed; types of data col-
lected; the big picture of how data got to the IPBS;
how data was actually collected; reports that the test
includes; and where to view the results (https://

secure.air.org/ipbs). A final section outlines the
main objectives in six phases through September
2004. (AEF)

ED 440 623   IR 019 986
Rodgers, Marie E.
**Multicultural Information Quests: Instant Re-
search Lessons, Grades 5-8.**
Report No.—ISBN-1-56308-686-7
Pub Date—2000-00-00
Note—272p.
Available from—Libraries Unlimited, Inc./Teach-
er Ideas Press, P.O. Box 6633, Englewood, CO
80155-6633 ($33.50). Tel: 800-237-6124 (Toll
Free); Fax: 303-220-8843; e-mail: lu-
books@lu.com; Web site: http://www.lu.com.
Pub Type— Books (010) — Guides - Non-Class-
room (055)
Document Not Available from EDRS.
Descriptors—Class Activities, Cultural Plural-
ism, Elementary Education, *Information Seek-
ing, Instructional Materials, Learning
Activities, Lesson Plans, *Multicultural Educa-
tion, Research Skills, Student Projects, *Stu-
dent Research

This book contains multicultural "treasure hunts"
designed for use by teachers and librarians working
with grades five through eight to: develop students'
awareness of cultures other than their own; promote
student research that requires using books other
than an encyclopedia; provide students with anno-
tated reference lists that may be used for their own
research projects; promote research as an educa-
tional activity that can be fun; and enhance the cur-
riculum. The reproducible lessons guide young
learners in fascinating searches for information on
multicultural subjects, including religion and
mythology; holidays, customs and folklore; dictio-
naries and slang; great scientists; food; sports
heroes; and literature. There are also cultural
searches specifically related to Hispanics, Native
Americans, African Americans, Asian Americans,
and European immigrant groups. Contains an
index. (AEF)

ED 440 624   IR 019 987
**Information Literacy Competency Standards
for Higher Education.**
Association of Coll. and Research Libraries, Chi-
cago, IL.
Pub Date—2000-00-00
Note—19p.
Pub Type— Legal/Legislative/Regulatory Materials
(090)
EDRS Price – MF01/PC01 Plus Postage.
Descriptors—Academic Libraries, *Academic
Standards, Critical Thinking, Higher Educa-
tion, *Information Literacy, Information Tech-
nology
Identifiers—*Association of College and Re-
search Libraries, Performance Indicators

This document presents the Association of Col-
lege and Research Libraries' (ACRL's) Information
Literacy Competency Standards for Higher Educa-
tion, which were developed in 1999 by an ACRL
Task Force working with the academic library com-
munity, teaching faculty, academic officers in
higher education, and chief officers of the regional
accrediting associations. Preceding the standards is
an introduction that defines information literacy,
and discusses information literacy and information
technology, higher education, pedagogy, and
assessment. A brief section outlining use of the
standards is also included as part of the introduc-
tion. Performance indicators and outcomes are then
listed for each of the five standards: (1) the informa-
tion literate student determines the nature and
extent of the information needed; (2) the informa-
tion literate student accesses needed information
effectively and efficiently; (3) the information liter-
ate student evaluates information and its sources
critically and incorporates selected information
into his or her knowledge base and value system; (4)
the information literate student, individually or as a
member of a group, uses information effectively to
accomplish a specific purpose; and (5) the informa-
tion literate student understands many of the eco-
nomic, legal, and social issues surrounding the use
of information and accesses and uses information

ethically and legally. An appendix highlights
selected information literacy initiatives. Task Force
members are also listed, with their institutions and
e-mail addresses. (AEF)

ED 440 625   IR 019 988
Being Fluent with Information Technology.
National Academy of Sciences - National Re-
search Council, Washington, DC. Computer
Science and Telecommunications Board.
Spons Agency—National Science Foundation,
Washington, DC.
Report No.—ISBN-0-309-06399-X
Pub Date—1999-00-00
Contract—CDA-9616681
Note—123p.
Available from—National Academy Press, 2101
Constitution Ave., NW, Box 285, Washington,
DC 20055 ($28). Tel: 800-624-6242 (Toll
Free); Tel: 202-334-3313; Web site: http://
www.nap.edu.
Pub Type— Books (010) — Reports - Evaluative
(142)
EDRS Price – MF01/PC05 Plus Postage.
Descriptors—Computer Literacy, Educational
Technology, *Information Literacy, Informa-
tion Sources, *Information Technology, Users
(Information)

In response to a request from the National Sci-
ence Foundation, the Computer Science and Tele-
communications Board of the National Research
Council initiated a study in August 1997 to address
the subject of information technology literacy. The
intent of this report is to lay an intellectual frame-
work for "fluency with information technology," or
"FITness," that is useful for others in developing
discipline-specific and/or grade-appropriate efforts
to promote FITness. Chapter 1 addresses the ques-
tion, "Why know about information technology?"
In Chapter 2, each of the dimensions of FITness
outlined in the first chapter is defined and explained
more carefully. Chapter 3 discusses several collat-
eral issues associated with the FITness framework.
Chapter 4 addresses "implementational efforts"
which are necessarily tied to specific grade levels.
In the case of this report, they are tied to college
undergraduates. Appendixes include: (A) illustra-
tive projects, (B) related works, (C) individuals who
briefed the committee, (D) workshop participants
and questions posted on the internet, and (E) mem-
bers of the committee.(AEF)

ED 440 626   IR 019 989
Wishnietsky, Dan H.
**Internet Basics: An Educator's Guide to Trav-
eling the Information Highway.**
Phi Delta Kappa Educational Foundation, Bloom-
ington, IN.
Report No.—ISBN-0-87367-394-8
Pub Date—1997-00-00
Note—64p.
Available from—Phi Delta Kappa Educational
Foundation, 408 North Union St., P.O. Box
789, Bloomington, In 47402-0789 ($9). Tel:
812-339-1156; Tel: 800-766-1156 (Toll Free);
Fax: 812-339-0018; Web site: http://www.pd-
kintl.org/.
Pub Type— Guides - Non-Classroom (055)
Document Not Available from EDRS.
Descriptors—*Computer Literacy, *Computer
Uses in Education, Educational Resources, Ed-
ucational Technology, Elementary Secondary
Education, Information Sources, *Internet, On-
line Searching, Online Systems, *World Wide
Web
Identifiers—*Computer Use, Web Sites

Although most agree that well-planned uses of
technology are an essential part of instruction,
many teachers at all levels of schooling feel over-
whelmed by the technology or left behind by its
rapid advance. This brief guide is designed to help
novices become literate in the use of basic Internet
technologies. It is organized into five chapters.
Chapter 1 provides a brief history of the Internet
and how its resources may be used as a meaningful
educational tool. Chapter 2 introduces the reader to
the World Wide Web and how to access information
at different Web sites. Chapter 3 lists the names and
locations and gives a brief description of some of

the more popular Web sites used by educators. Chapter 4 introduces additional Internet topics, such as telnet, file transfer, protocol newsgroups, and mailing lists. Chapter 5 discusses the use of Internet resources in the classroom and how to avoid content that may be considered inappropriate. A short glossary of terms is provided at the end of the guide. Terms that can be found in the glossary are italicized the first time they are used in the text. (AEF)

ED 440 627   IR 019 991

Michie, Joan Chaney, Bradford

Assessment of the Role of School and Public Libraries in Support of Educational Reform. General Audience Report.

Westat, Inc., Rockville, MD.

Spons Agency—Department of Education, Washington, DC.

Pub Date—2000-02-00

Note—70p.

Pub Type— Reports - Evaluative (142)

EDRS Price – MF01/PC03 Plus Postage.

Descriptors—*Educational Change, Educational Development, Elementary Secondary Education, Library Equipment, *Library Role, Library Services, *Library Surveys, *Program Evaluation, *Public Libraries, *School Libraries

The purpose of this study was to find out how school and public libraries were performing as education providers and how well they were responding to the country's urgent demands for school improvement. This general audience report summarizes the results of the assessment of school and public libraries. It discusses staffing and patronage, the use of libraries by students and others, the amount and adequacy of materials and resources, programs and services offered by libraries, availability of technological equipment, access to the Internet, education reform, and cooperation between school and public libraries. The information presented comes from several study components. The assessment included two national surveys that were conducted in 1997; one was sent to public library outlets, and the other went to library media centers in both public and private schools. The text of this report provides a general overview of the findings from the surveys. Ten case studies involving both school and public libraries were conducted, and examples from some of them are highlighted in this report. (AEF)

ED 440 628   IR 019 992

Lesh, Steven G. Rampp, Lary C.

Effectiveness of Computer-Based Educational Technology in Distance Learning: A Review of the Literature.

Pub Date—2000-00-00

Note—53p.

Pub Type— Information Analyses (070)

EDRS Price – MF01/PC03 Plus Postage.

Descriptors—*Computer Assisted Instruction, Computer Uses in Education, *Distance Education, Educational Development, Educational Media, *Educational Technology, Higher Education, *Instructional Effectiveness, Teaching Methods, Technological Advancement

Identifiers—Technology Role

Learning at a distance has been on the fringe of educational acceptance since the first correspondence course was delivered through the mail system in return for academic credit. As distance learning has matured, elements of enhanced instructional design and advances in educational technology have migrated this medium of learning closer to the mainstream of academics. The use of today's educational technology tools has brought exciting possibilities for expansion of learning services and an equal amount of sharp criticism. Technological advancements have always been a part of delivering education, dating back as far as the development of the written textbook, the chalkboard, and the overhead projector. The utilization of computers and electronic means of communication is the latest, and possibly fastest growing educational tool to shape various attributes of how educational content is delivered to the learner. Efforts have been made in the scholarly journals to provide evidence that the use of computers to deliver learning is effective

and efficient. Critics counter these efficiency claims by identifying inherent flaws in research designs and that the interaction between a traditional human educator can not be replaced by a digital interface. The evidence in the literature yields great strengths in both positions to the use of computers in distance education. The purpose of this paper is to present an introduction to the arguments for and against the use of recent advances in computer-assisted distance instruction, and to provide a thorough review of the current literature related to the effectiveness of learning at a distance through a technologically enhanced medium. (Contains 68 references.) (Author/AEF)

ED 440 629   IR 019 994

Student Handbook, 1999-2000.

California Univ., Los Angeles. Graduate School of Education & Information Studies.

Pub Date—1999-00-00

Note—73p.

Pub Type— Guides - Non-Classroom (055) — Reference Materials - General (130)

EDRS Price – MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Certification, Credentials, Doctoral Programs, *Graduate Study, Guidelines, Higher Education, *Information Science Education, *Library Education, *Library Schools, Masters Programs

Identifiers—*University of California Los Angeles

The purpose of this Student Handbook for the Department of Information Studies (IS) at the University of California, Los Angeles (UCLA), is to provide a readily available summary of information from a variety of sources. The Handbook is divided into five sections. The first section, "General Information," includes the IS calendar and provides general information on IS administration, programs sponsored by the Department, IS facilities and resources, campus facilities and resources, student support/services, other student facilities, communication, essential IS and university policies and procedures, programmatic information relevant to all IS students, opportunities for publication, and commencement. The second section, "The MIS Programs," focuses on the Master of Library and Information Science (MLIS) degree, discussing courses and course options, faculty counselors/faculty advisors, specialization areas, core courses, specializations and focus areas, the portfolio assessment, and disqualification and appeal of disqualification. The third section, "The Post MLIS Certificate of Specialization," is a general reference for model program for focus area A. The fourth section, "The Doctoral Program," provides information on the doctoral program, including a general description, goals and objectives, stages in the program, academic residence and time-to-degree requirements, an overview of administrative roles, specific information for each of the three stages (course work/written qualifying examination; oral qualifying examination-defense of the dissertation proposal; dissertation /oral defense), yearly formal evaluations, disqualification and appeal of disqualification, and Ph.D. checklist and timetable. The fifth section, "The California Library Media Teacher Credential," includes a general description, enrollment information, and program requirements for the California Library Media Teacher Credential. Appendices present information on grading and graduate methods courses offered by other UCLA departments. (AEF)

ED 440 630   IR 019 995

Haven, Kendall

Super Simple Storytelling: A Can-Do Guide for Every Classroom, Every Day.

Report No.—ISBN-1-56308-681-6

Pub Date—2000-00-00

Note—229p.

Available from—Teacher Ideas Press, a Division of Libraries Unlimited, Inc., P.O. Box 6633, Englewood, CO 80155-6633 ($25). Tel: 800-237-6124 (Toll Free); e-mail: orders@lu.com;

Web site: http://www.lu.com/tip.

Pub Type— Books (010) — Guides - Classroom - Teacher (052)

Document Not Available from EDRS.

Descriptors—Communication (Thought Transfer), Elementary Secondary Education, Guidelines, Narration, Oral Tradition, *Story Telling

Identifiers—Story Content, Story Schema

Created for educators, the breakthrough approach offered in this book is designed to help build on natural storytelling abilities to refine communication skills for use in the classroom, library, and at home. The guide is divided into seven main parts. Part 1, "Natural Storytelling: 100% Natural You—With No Artificial Additives," offers the "Golden List" of what an audience really needs from storytelling, as well as the "Lemon List" of elements that can bog down a telling. Part 2, "Anatomy of a Story: The Power Behind the Words," focuses on defining the elements of a story, evaluating a story, and exposing the layers of characters. Part 3, "Learning and Telling Made Easy: The Step-by-Step Super Simple System," describes the nine sequential steps for learning a story, a perfect system for storytellers with limited planning time who need to quickly learn and remember a story. Part 4, "Telling Tidbits," includes tips for telling a story, discussing such issues as storytelling and copyright, gestures, props, costumes, and audience participation. Part 5, "Storytelling in the Curriculum: Putting the Magic to Work," focuses on storytelling in the curriculum, and Part 6, "Teaching Students To Tell," deals with the value of student storytelling and teaching students to tell stories and evaluating student storytellers. Part 7, "Super Simple Storytelling Exercises," presents detailed directions for 41 exercises, showing how to effectively use storytelling across the curriculum to capture student interest and boost learning. An appendix focuses on defining aspects of storytelling. Includes an index. (AEF)

ED 440 631   IR 019 996

CNN Newsroom Classroom Guides, March 2000.

Turner Educational Services, Inc., Newtown, PA.; Cable News Network, Atlanta, GA.

Pub Date—2000-03-00

Note—134p.

Available from—Turner Educational Services, 33 S. Delaware Avenue, Yardley, PA 19067 (specify date; videos of broadcasts, $24.95 per episode). Tel: 800-344-6219 (Toll Free); Fax: 215-321-4249. For full text: http://learning.turner.com/newsroom/archive.

Pub Type— Guides - Classroom - Teacher (052)

EDRS Price – MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Cable Television, Class Activities, *Current Events, Discussion, Educational Television, Elementary Secondary Education, Programming (Broadcast), *Social Studies, Teaching Guides, World Affairs

Identifiers—*Cable News Network, *CNN Newsroom

These classroom guides, designed to accompany the daily CNN (Cable News Network) Newsroom broadcasts for the month of March, provide program rundowns, suggestions for class activities and discussion, Web links, and a list of related news terms. Top stories include: primary victories in the Bush campaign and preparations by Gore and Bradley for the California contest, Gore and Bradley debate, and Augusto Pinochet's release (March 1-3); Israeli withdrawal of troops from Lebanon, more relief efforts following Mozambique floods, history of Super Tuesday, Bush and Gore victories in the Super Tuesday aftermath, and McCain and Bradley bow out after Super Tuesday losses (March 6-10); Pope John Paul II asks for forgiveness for acts committed by Catholic Church, the census, U.S and Great Britain define policies on genetic research, truckers protest high cost of gas, and Taiwan's voters prepare for election/Taiwan-China tension (March 13-17); Taiwan elects its first president who favors independence from China, the Pope visits Jordan to promote peace in the Middle East, federal judge rules Elian Gonzalez be returned to his father, President Clinton calls for nuclear disarma-

ment in India, and Pope John Paul II visits Israel's Holocaust Memorial (March 20-24); and Vladimir Putin wins Russia's presidential election, world oil prices, NASA issues findings on Mars Polar Lander, the Supreme Court addresses the issue of student-initiated school prayer, and the U.S. government postpones decision on Elian Gonzalez until Tuesday (March 27-31). (AEF)

ED 440 632   IR 019 997
Burbules, Nicholas C. Callister, Thomas A., Jr.
Watch IT: The Risks and Promises of Information Technologies for Education.
Report No.—ISBN-0-8133-9082-6
Pub Date—2000-00-00
Note—188p.
Available from—Westview Press, 5500 Central Ave., Boulder, CO 80301-2877 (paperback: ISBN-0-8133-9082-6, $23; hardcover: ISBN-0-8133-9083-4, $63). Web site: http://www.westviewpress.com.
Pub Type— Books (010) — Collected Works - General (020) — Reports - Evaluative (142)
Document Not Available from EDRS.
Descriptors—Access to Information, Censorship, Computer Assisted Instruction, *Computer Uses in Education, Educational Policy, *Educational Technology, Elementary Secondary Education, Information Policy, Information Technology, Internet, Online Systems, Privacy
Identifiers—Technology Role
This book is an examination of several critical issues and controversies concerning the potential of new information technology (IT) for education. In a series of interrelated essays, the book explores such issues as access, credibility, new approaches to reading and writing, the glut of information, privacy, censorship, commercialization, and online community. Chapters are as follows: "The Risky Promises and Promising Risks of New Information Technologies for Education"; "Dilemmas of Access and Credibility: Access for Whom? Access to What?"; "Hypertext: Knowledge at the Crossroads"; "Critically Reading the Internet"; "Misinformation, Malinformation, Messed-Up Information, and Mostly Useless Information: Is Censorship the Best Response?"; "Surveillance and Privacy: Can Technology Protect What Technology Takes Away?" "Information for Sale: Commercialization and the Educational Potential of the Internet"; and "What Kind of Community Can the Internet Be?" Includes an index. (AEF)

ED 440 633   IR 019 998
Schrock, Kathleen Frazel, Midge
Inquiring Educators Want To Know: TeacherQuests[TM] for Today's Teachers. Professional Growth Series.
Report No.—ISBN-0-938865-96-X
Pub Date—2000-00-00
Note—212p.
Available from—Linworth Publishing, Inc., 480 East Wilson Bridge Rd., Suite L, Worthington, OH 43085 ($39.95). Tel: 614-436-7107; Fax: 614-436-9490; e-mail: linworth@linworth.com; Web site: http://www.linworth.com.
Pub Type— Books (010) — Guides - Non-Classroom (055)
Document Not Available from EDRS.
Descriptors—Academic Standards, Computer Assisted Instruction, *Computer Uses in Education, Educational Resources, *Educational Technology, Elementary Secondary Education, Information Technology, Teachers, Teaching Models
Identifiers—Technology Role
This book offers answers to many of the common questions that administrators, teachers, library media specialists, students, school board members, parents, and community members have in relation to technology in the schools. The questions and answers are offered in a framework called "TeacherQuest" that addresses: Questioner (who is likely to ask the question); Understanding (in what circumstances the question might be asked); Explanation (in-depth answer to the question); Sources (resources to find out more information on the topic); and Thoughts (some related, extension questions to think about). The book is arranged to align

with the "International Society for Technology in Education (ISTE) Recommended Foundations in Technology for All Teachers," which are included at the beginning of the book. A comprehensive keyword index and index of TeacherQuests listed by ISTE standard are provided at the beginning of the book for easy location of topics. Chapters include: (1) an overview of the TeacherQuest; (2) discussions on basic computer/technology operations and concepts; (3) personal and professional use of technology; (4) application of technology in instruction; and (5) a final chapter on how to use the TeacherQuests. A TeacherQuest template is appended. Includes an index. (AEF)

ED 440 634   IR 019 999
Logan, Debra Kay
Information Skills Toolkit: Collaborative Integrated Instruction for the Middle Grades. Professional Growth Series.
Report No.—ISBN-0-938865-91-9
Pub Date—2000-00-00
Note—336p.
Available from—Linworth Publishing, Inc., 480 East Wilson Bridge Rd., Suite L, Worthington, OH 43085 ($39.95). Tel: 614-436-7107; Fax: 614-436-9490; e-mail: linworth@linworth.com; Web site: http://www.linworth.com.
Pub Type— Books (010) — Guides - Classroom - Teacher (052)
Document Not Available from EDRS.
Descriptors—Cooperative Learning, Curriculum Development, *Information Literacy, *Information Skills, Information Technology, Instructional Development, Instructional Materials, *Intermediate Grades, *Learning Activities, Middle Schools, Skill Development
Identifiers—Technology Integration
This toolkit provides tested lessons and a selection of alternative ideas for the middle grades to help adapt and integrate the teaching of information skills in a way that meets the needs of teachers and students. After an introductory section, eight chapters of Collaborative Integrated Skills Lessons are provided. The lessons are grouped by broad curricular areas and themes, including basic skill lessons, social studies/history, science, health, math, language arts, home economics/personal and family planning, and the arts. Within these subject groups, the lessons have a consistent format for easy use that includes: title, collaborator(s), overview, time, curriculum connections, suggested level and audience, information skill standards, prerequisite skills or background, materials, instruction and activities, assessment, adaptations and extensions, teaching or technology tips, and note-taking or pathfinder sheet. A chapter on assessment provides an array of self and teacher assessment tools that address assessment of both product and process. Appendices cover: resource, project, teacher contact/public relations, bibliography, and software company list. Includes an index. (AEF)

ED 440 635   IR 020 280
Simpson, Carol McElmeel, Sharron L.
Internet for Schools: A Practical Guide. Third Edition. Professional Growth Series.
Report No.—ISBN-0-938865-98-6
Pub Date—2000-00-00
Note—317p.
Available from—Linworth Publishing, Inc., 480 East Wilson Bridge Rd., Suite L, Worthington, OH 43085 ($39.95). Tel: 614-436-7107; Fax: 614-436-9490; e-mail: linworth@linworth.com; Web site: http://www.linworth.com.
Pub Type— Books (010) — Guides - Non-Classroom (055)
Document Not Available from EDRS.
Descriptors—*Computer Uses in Education, Educational Resources, Elementary Secondary Education, Information Sources, *Internet, *Online Searching, Online Systems, *World Wide Web
Identifiers—Technology Integration
This book is designed to assist librarians and educators in learning about the Internet and developing technology use in schools. This third edition updates the universal resource locators (URLs), provides information about how to find a Web site

that has moved, and includes new and expanded information about many topics, such as filters; search engines and directories; World Wide Web gateways or portals; managing bookmarks; and curriculum connections. Chapters include: (1) "What Is the Internet?"; (2) "Searching the Internet"; (3) "Introducing the Internet to Students"; (4) "Introducing the Internet to Faculty and Staff"; (5) "Uses of the Internet in School Libraries"; (6) "Uses of the Internet in Specific Content Areas"; (7) "Getting Started—Making Connections to Curriculum"; (8) "Getting Online"; and (9) "Internet Access Points." Appendices include brief introductions to e-mail, file transfer protocol (FTP), the World Wide Web, and specifying a home page, as well as a list of country indicators and 28 transparency masters that complement many of the topics in the book. A glossary, URL/e-mail address index, and subject index are also included, followed by a bibliography. (AEF)

ED 440 636   IR 020 282
Jones, Beau Fly
Learning with Technology: Integrating New Technologies into Classroom Instruction.
North Central Regional Educational Lab., Oak Brook, IL.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—1998-00-00
Note—14p.; For "Learning with Technology" (Facilitator's Guide and Participant's Manual), see ED 425 710. For online course: http://www.ncrtec.org/pd/lwt/lwt.htm.
Available from—North Central Regional Educational Laboratory, 1900 Spring Rd, Suite 300, Oak Brook, IL 60523-1480. Tel: 800-356-2735, (Toll Free); Web site: http://www.ncrel.org.
Pub Type— Reports - Descriptive (141)
EDRS Price – MF01/PC01 Plus Postage.
Descriptors—Computer Assisted Instruction, *Computer Literacy, Computer Uses in Education, *Educational Technology, Elementary Secondary Education, *Faculty Development, Teacher Workshops, Training
Identifiers—Student Engagement, Teacher Engagement, *Technology Based Instruction, *Technology Integration
After providing a snapshot of the state of technology and technology use in America's schools, this paper notes that a major obstacle to technology integration in schools is the lack of teacher training. The paper then goes on to describe "Learning with Technology," a sustained, six-session professional development experience with a goal of helping teachers develop effective, technology-supported instructional activities that enhance student learning and achievement. The concept and research basis of engaged learning is described, followed by an explanation of the "Learning with Technology" course design, resources, and guiding questions. The instructional phases of "Learning with Technology" course are outlined, and a synopsis is given that lists what participants will practice and achieve in each of the six, two-hour sessions. The evaluation component is then discussed, and the implementation status and early results of "Learning with Technology" are described. The paper concludes with a look toward the future. (Contains 47 references.) (AEF)

ED 440 637   IR 020 283
Frey, Joanne M.
Teaching Teachers To Use the World Wide Web.
Pub Date—2000-04-00
Note—8p.
Pub Type— Reports - Descriptive (141)
EDRS Price – MF01/PC01 Plus Postage.
Descriptors—Assignments, Computer Assisted Instruction, Computer Attitudes, *Computer Literacy, Computer Uses in Education, Educational Technology, Elementary Secondary Education, *Faculty Development, Graduate Study, Higher Education, Information Retrieval, On-

line Searching, Teacher Education, *World Wide Web

Identifiers—ERIC, *Technology Based Instruction, *Technology Integration

This paper briefly describes an assignment designed to improve teachers' attitudes toward technology through basic instruction. A group of teachers who were taking graduate level courses were introduced to computer technology in a non-threatening manner starting with learning the basic computer skills, such as e-mail, word processing, and conducting an Educational Resources Information Center (ERIC) search. A field trip to the university library was scheduled in the early weeks of the semester to familiarize the teachers with the resources that could be accessed through the library. A demonstration of an ERIC search was also given by one of the reference librarians. Another goal was to help teachers develop a working knowledge of finding resources on the World Wide Web, as well as the ability to critically evaluate the information retrieved. The assignment was accessed from a commercial site on the Web, Blackboard.com, so that teachers would be also introduced to distance learning. A paper copy of the assignment was made available in the library for easy reference, and a step-by-step demonstration on locating and accessing the Web site was given by the instructor. (AEF)

ED 440 638   IR 020 284

Cowley, Kimberly S.

Survey of Staff Perceptions of the AEL Resource Center.

AEL, Inc., Charleston, WV.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—2000-01-00

Contract—RJ96006001

Note—28p.

Available from—AEL, P.O. Box 1348, Charleston, WV 25325-1348. Tel: 304-347-0400; Tel: 800-624-9120 (Toll Free); Fax: 304-347-0487; e-mail: aelinfo@ael.org; Web site: http://www.ael.org.

Pub Type— Reports - Research (143)

EDRS Price – MF01/PC02 Plus Postage.

Descriptors—Educational Resources, *Employee Attitudes, *Information Centers, Information Services, Instructional Materials, *Resource Centers, Surveys

Identifiers—AEL Regional Exchange

The Resource Center at the Appalachia Educational Laboratory (AEL), Inc., provides direct services to clients both within and outside AEL, as well as serving as a repository and distribution center for educational materials. Three main objectives were identified: to discover the extent to which staff use current components of the Resource Center; to investigate the expectations of staff regarding electronic conversion of existing Resource Center components; and to investigate staff predilections for electronic journals, newsletters, and other electronic resources. This report summarizes findings from the third assessment of the Resource Center, which focused on AEL staff's perceptions of needed services and their frequency of use. The report presents findings along with subsequent conclusions and recommendations from the survey administered to AEL staff members in October 1999. Surveys were distributed to all 96 AEL staff members, with a 52% usable return rate. Findings are discussed in terms of the main sections of the survey, which include: (1) general information such as respondent's location, years of employment at AEL, and favorite places to find information; (2) specific use of Resource Center services; (3) expectations for electronic conversion of existing components of the Resource Center; (4) ideas for improving the Resource Center; and (5) ideas for better serving staff outside the Charleston, West Virginia, office. The survey and "Completed Evaluation Standards Checklist" are appended. (AEF)

ED 440 639   IR 020 285

Tunon, Johanna

Integrating Bibliographic Instruction for Distance Education Doctoral Students into the

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Child and Youth Studies Program at Nova Southeastern University.

Pub Date—1999-00-00

Note—240p.; Ed.D. Practicum Report, Nova Southeastern University.

Pub Type— Dissertations/Theses - Practicum Papers (043)

EDRS Price – MF01/PC10 Plus Postage.

Descriptors—Access to Information, Assignments, Curriculum Development, *Distance Education, *Doctoral Programs, Higher Education, *Information Retrieval, Information Sources, Internet, *Library Instruction, Online Searching, *Teacher Education, Training, World Wide Web

Identifiers—*Nova Southeastern University FL

This practicum was designed to help doctoral education students entering the Child and Youth Studies (CYS) program at Nova Southeastern University (NSU) feel more confident about accessing online resources and more comfortable about using online information technologies for their research. A method was developed for integrating bibliographic instruction (BI) into the curriculum that was implemented for CYS clusters starting the 1998/1999 academic year. CYS students were provided with face-to-face library instruction that built sequentially and developmentally. Training progressed from the program orientation to advanced training at the practicum orientation, and finished with optional hands-on training sessions at the CYS 1999 summer institute. BI was coupled with three performance-based library assignments. The on-site training and assignments were supplemented with a variety of print and "just-in-time" Web materials, as well as one-on-one help delivered synchronously and asynchronously. Doctoral CYS students benefited by having the library instruction integrated into their curriculum. Student satisfaction levels on surveys went up, use of Web resources increased, and, most importantly, students were better prepared to do the research for the literature reviews for their practicums. (Contains approximately 130 references.) (Author/AEF)

ED 440 640   IR 020 286

School Safety: A Collaborative Effort.

ACCESS ERIC, Rockville, MD.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No. —NLE-2000-4403; ISSN-1065-1160

Pub Date—2000-00-00

Note—49p.

Available from—ACCESS ERIC, 2277 Research Blvd., 7A, Rockville, MD 20850 (subscription is free; obtain back issues from EDRS). Tel: 800-538-3742 (Toll Free); e-mail: accesseric@accesseric.org; Web site: http://www.accesseric.org.

Journal Cit—ERIC Review; v7 n1 Spr 2000

Pub Type— Collected Works - Serials (022) — ERIC Publications (071)

EDRS Price – MF01/PC02 Plus Postage.

Descriptors—*Crime Prevention, Educational Planning, Elementary Secondary Education, *School Safety, *School Security, *Violence

Identifiers—*ERIC, National Library of Education DC

The "ERIC Review" announces research results, publications, and new programs relevant to each issue's theme topic. This issue focuses on school safety and violence prevention. An introductory section includes two articles: "How Safe Is My Child's School?" (Kevin Mitchell) and "Making America's Schools Safer" (U.S. Secretary of Education Richard W. Riley). Section 1: Understanding School Violence, contains the following articles: "The Effects of Violence on Young Children" (Marilyn S. Massey); "Television Violence: Content, Context, and Consequences" (Amy Aidman); "Bullying in Schools" (Ron Banks); "Girls and Violence" (Jeanne Weiler); and "Warning Signs of School Violence" (Kevin Dwyer, David Osher, and Cynthia Warger). In Section 2: Preventing School Violence, articles include: "School Violence Prevention" (Dean Walker); "Schools as Community Learning Centers" (U.S. Department of Education); "Safety by Design" (Don Blue); "Schoolwide Behavioral Management Systems" (Mary K.

Fitzsimmons and Cynthia Warger); "Improving Ethnic and Racial Relations in the Schools" (Harriett D. Romo); "Conflict Resolution in Schools" (Conflict Resolution in Schools Network); "Father Involvement in Schools" (Christine Winquist Nord); and "Evaluating School Violence Prevention Programs" (Daniel J. Flannery). Section 3: Initiatives and Resources, includes the following articles: "Federal Support for Improving School Safety" (Kevin Mitchell); "Model Programs" (U.S. Department of Education and U.S. Department of Justice); "School Safety Resources" (Kevin Mitchell); and "Searching the ERIC Database on School Safety and Related Topics" (Kevin Mitchell). One article concludes the issue: "Putting It All Together: An Action Plan" (U.S. Department of Education and U.S. Department of Justice). (AEF)

ED 440 641   IR 020 289

CNN Newsroom Classroom Guides, April 2000.

Turner Educational Services, Inc., Newtown, PA.; Cable News Network, Atlanta, GA.

Pub Date—2000-04-00

Note—122p.

Available from—Turner Educational Services, 33 S. Delaware Avenue, Yardley, PA 19067 (specify date; videos of broadcasts, $24.95 per episode). Tel: 800-344-6219 (Toll Free); Fax: 215-579-8589. For full text: http://learning.turner.com/newsroom/archive.

Pub Type— Guides - Classroom - Teacher (052)

EDRS Price – MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Cable Television, Class Activities, *Current Events, Discussion, Educational Television, Elementary Secondary Education, Programming (Broadcast), *Social Studies, Teaching Guides, World Affairs

Identifiers—*Cable News Network, *CNN Newsroom

These classroom guides, designed to accompany the daily CNN (Cable News Network) Newsroom broadcasts for the month of April 2000, provide program rundowns, suggestions for class activities and discussion, student handouts, and a list of related news terms. Top stories include: failure of settlement talks between Microsoft and the U.S. government, Microsoft verdict, Japan begins process of choosing a new prime minister, President Clinton's "New Economy" summit, and mapping the human genome (April 3-7); Juan Miguel Gonzalez hopes to reunite with his son, North and South Korean leaders to meet, allegations of fraud in Peru's latest election, Washington, D.C., protests involving world trade, and the standoff continues in Elian Gonzalez case (April 10-14); demonstrators protest the World Bank-IMF conference in Washington, D.C., U.S. stock market rebounds from Friday's losses, Zimbabwe's President Mugabe condones racial policies and violence, federal appeals court rules that Elian must stay in the U.S. while his case is on appeal, and anniversary of Columbine High School shootings (April 17-21); U.S. government agents stage surprise raid and take Elian Gonzalez from Miami relatives' home, Cuban Americans plan protest as Attorney General Reno defends her decision to storm the Gonzalez home, Americans recognize the 25th anniversary of the Vietnam War, disaster in Mozambique after the floods, and violence over farmland in Zimbabwe (April 24-28). (AEF)

ED 440 642   IR 020 305

Williams, Catrina

Internet Access in U.S. Public Schools and Classrooms: 1994-99. Stats in Brief.

National Center for Education Statistics (ED), Washington, DC.

Report No. —NCES-2000-086

Pub Date—2000-02-00

Note—6p.

Available from—National Center for Education Statistics, 1990 K Street, N.W., Washington, DC 20006. Tel: 800-424-1616 (Toll Free). For full text: http://www.NCES.ed.gov/pubsearch.

Pub Type— Reports - Research (143)

EDRS Price – MF01/PC01 Plus Postage.

Descriptors—*Computer Uses in Education, Educational Finance, Educational Technology, Ele-

mentary Secondary Education, *Internet, National Surveys, *Public Schools, School Surveys, Tables (Data)

Identifiers—*Access to Computers, Connectivity

Since 1994, the National Center for Education Statistics (NCES) has surveyed nationally representative samples of approximately 1,000 public schools in the fall of each academic year on Internet access and, since 1996, on the types of Internet connections used. The most recent survey of Internet access indicates that public schools in the United States have nearly reached the goal of connecting every school to the Internet. In 1994, 3% of all U.S. public school instructional rooms were connected to the Internet; by 1999, 63% were connected. In 1999, the ratio of students per instructional computer was approximately 6, the same as 1998, which is above the stated "reasonable level" of 4 to 5. In 1996, dial-up network connections were used by almost three-quarters of public schools. By 1999, more schools were using faster dedicated-line network connections; 63% of public schools were connected to the Internet by dedicated lines, 14% using dial-up connections, and 23% using other connection types. The survey listed several potential sources of financial support; about 9 out of 10 schools reported receiving support from their school district, and 72% from state or federal government programs. About one third of schools reported receiving support from parents and parent organizations, and about the same percentage received support from businesses. Fifteen percent of schools received support from teachers or students, while five percent received support from other programs or individuals. (AEF)

ED 440 643   IR 020 306

Levin, Doug Hurst, David Burns, Shelley

Computer and Internet Access in Private Schools and Classrooms: 1995 and 1998. Stats in Brief.

National Center for Education Statistics (ED), Washington, DC.

Report No.—NCES-2000-044

Pub Date—2000-02-00

Note—6p.

Available from—National Center for Education Statistics, 1900 K Street, N.W., Washington, DC 20006. Tel: 800-424-1616 (Toll Free). For full text: http://www.NCES.ed.gov/pubsearch.

Pub Type— Reports - Research (143)

EDRS Price – MF01/PC01 Plus Postage.

Descriptors—*Computer Uses in Education, Educational Finance, Educational Technology, Elementary Secondary Education, *Internet, National Surveys, *Private Schools, School Surveys, Tables (Data), Teacher Education

Identifiers—*Access to Computers, Connectivity

This brief provides results from the most recent National Center for Education Statistics (NCES) survey of technology in private schools, focusing on trends in the availability of and access to technology from 1995 to 1998. In addition, it reports on the future connectivity plans of private schools not connected to the Internet and on the advanced telecommunications training opportunities private schools offer their teachers. The brief describes the marked increase in access to computers and the Internet among private schools and their students from 1995 to 1998. Over that time, the average student to computer ratio decreased from 9:1 to 6:1, while the percent of schools with access to the Internet increased from 25% to 67%. (AEF)

ED 440 644   IR 020 320

Belanger, Yvonne

Laptop Computers in the K-12 Classroom. ERIC Digest.

ERIC Clearinghouse on Information and Technology, Syracuse, NY.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No. —EDO-IR-2000-05

Pub Date—2000-05-00

Contract—ED-99-CO-0005

Note—4p.

Available from—ERIC Clearinghouse on Information and Technology, Syracuse University, 621 Skytop Rd., Suite 160, Syracuse, NY

13244-5290. Tel: 315-443-3640; Tel: 800-464-9107 (Toll Free); Fax: 315-443-5548; e-mail: eric@ericir.syr.edu; Web site: http://ericir.syr.edu/ithome.

Pub Type— ERIC Publications (071) — ERIC Digests in Full Text (073)

EDRS Price – MF01/PC01 Plus Postage.

Descriptors—*Computer Uses in Education, Educational Equipment, Educational Practices, Educational Technology, Elementary Secondary Education, Microcomputers

Identifiers—ERIC Digests, *Laptop Computers, Technology Integration

Improvements in portable computing technology and examples of successful pilot programs using laptop computers and other portables have inspired many K-12 schools to consider laptops for their students. In a study of Anytime Anywhere Learning, commissioned by Microsoft (published as the Rockman Report), five models were identified of laptop use currently in place at the K-12 level: concentrated, where each student has his/her own laptop for use at home or in school; class set, where a school-purchased classroom set is shared among teachers; dispersed, where in any given classroom there are students with and without laptops; desktop, where each classroom is permanently assigned a few laptops for students to share; and mixed, which is some combination of these models. While the future of mobile computing in K-12 education is still uncertain, and though solutions of cost, technical support needs, security, and equitable access remain challenges for many schools, many with laptop programs remain positive and enthusiastic about the changes observed and benefits their students derive from access to portable computers. Although many laptop programs are new and studies are still in progress, research has shown educational benefits from the use of laptops, particularly with respect to increasing student motivation and creating more student-centered classrooms. (Contains 21 references.) (AEF)

ED 440 645   IR 020 332

Clark, Stephanie Kay

Instructional Television Broadcast Guide, 1998-1999.

Idaho State Dept. of Education, Boise.

Pub Date—1999-00-00

Note—87p.

Pub Type— Guides - Non-Classroom (055) — Reference Materials - Directories/Catalogs (132)

EDRS Price – MF01/PC04 Plus Postage.

Descriptors—Audiovisual Instruction, *Educational Television, Elementary Secondary Education, Instructional Films, Program Descriptions, *Public Television, State Curriculum Guides, State Departments of Education

Identifiers—Idaho

This broadcast guide for instructional television describes the programs offered by the Idaho State Department of Education, in affiliation with Idaho Public Television, a service offered at no charge to Idaho school districts. The body of the guide is arranged by subject area, with an alphabetical index at the end of the guide to assist in locating particular programs. Each program page in the guide provides a brief description of the series and the titles of each episode in the series. Exact broadcast times are published in a calendar format and mailed every two months during the school year; discontinued programs are also listed in the guide. Program descriptions in the table of contents are listed under the following headings: Career and Consumer Education; Health and Nutrition; General Programs; Language Arts and Literature; Mathematics; Music; Professional Development; Social Studies; and Science. An appendix lists series distributors and their addresses. (NKA)

ED 440 646   IR 057 827

Day, Betty H., Ed. Wortman, William A., Ed.

Literature in English: A Guide for Librarians in the Digital Age. ACRL Publications in Librarianship No. 54.

Association of Coll. and Research Libraries, Chi-

cago, IL.

Report No.—ISBN-0-8389-8081-3

Pub Date—2000-00-00

Note—345p.

Available from—Association of College and Research Libraries, 50 East Huron St., Chicago, IL 60611 ($29 members; $32 nonmembers). Tel: 800-545-2433 (Toll Free); Web site: http://www.ala.org/acrl.html.

Pub Type— Books (010) — Collected Works - General (020) — Guides - Non-Classroom (055)

Document Not Available from EDRS.

Descriptors—*English Literature, *Library Collection Development, Library Materials, *Library Services, Library Technical Processes, Reference Materials, *Reference Services, User Needs (Information)

This book of essays is a guide to help librarians in reference and/or collection development in the field of literature in English. Chapters fall into two broad sections: Resources and Collections, and Readers and Services. The first section includes six chapters: "The Nature of Library Collections" (William A. Wortman); "Retrospective Collection Development and Its Bibliographies" (Richard Heinzkill); "Primary Source Material: Responsibilities and Realities" (Susan L. Peters); "Critical Editions" (John L. Tofanelli); "Electronic Texts and Selected Web Sites for English and American Literature" (Shelley Arlen); and "Assessment of Literature Collections" (Scott Stebelman). The second section comprises seven chapters: "The 'MLA [Modern Language Association] International Bibliography' and Library Instruction in Literature and the Humanities" (Judy Reynolds); "Literary Reference into the New Century" (Michael Adams and Candace R. Benefiel); "Management of Electronic Text Collections" (Perry Willett); "Issues in Cataloging Electronic Texts" (Timothy Shipe); "The Return to History in English Studies" (J. Paul Hunter); "A Typology of Literary Scholarship for Academic Librarians" (Stephen E. Wiberley, Jr.); and "Faculty Liaison: Librarians and Faculty as Colleagues" (Marcia Pankake). Contains an index. (AEF)

ED 440 647   IR 057 828

Connell, Tschera Harkness, Ed. Maxwell, Robert L., Ed.

The Future of Cataloging: Insights from the Lubetzky Symposium (Los Angeles, California, April 18, 1998).

Report No.—ISBN-0-8389-0778-4

Pub Date—2000-00-00

Note—180p.

Available from—American Library Association, 50 East Huron St., Chicago, IL 60611 ($65 nonmembers; $58.50 members). Tel: 800-545-2433, (Toll Free); Fax: 312-836-9958; e-mail: editionsmarketing@ala.org; Web site: http://www.ala.org/editions.

Pub Type— Books (010) — Collected Works - Proceedings (021)

Document Not Available from EDRS.

Descriptors—*Cataloging, Classification, Documentation, Futures (of Society), Library Catalogs, Library Development, Library Technical Processes, Online Catalogs

Identifiers—*Lubetzky (Seymour)

Seymour Lubetzky, one of the most beloved and brilliant thinkers and theorists dealing with the principles of cataloging, has been instrumental in creating the conceptual framework for the entire cataloging discipline as it currently exists. A symposium to honor Lubetzky on his 100th birthday was the occasion to gather the luminaries in the cataloging field, including Lubetzky himself, to present papers and share insights on the past, present, and future of cataloging. Dealing with some of the most critical issues facing the library profession, this collection of essays: addresses ideology and technology, with a view to reform the catalog for the next century; shares insights on creating efficient and systematic catalogs; discusses the challenges of cataloging virtual libraries; offers opportunities for using the World Wide Web in subject cataloging and access; and points to future changes, revision, and direction for modifying the cataloging code. The book is arranged in three parts. The first contains papers dealing with the his-

tory of cataloging theory and Lubetzky's contributions to it. The second consists of reports of current research in cataloging. In the third section, the authors offer their vision of the future of cataloging and the code. A select bibliography of publications by Lubetzky is provided. Contains an index. (Author/AEF)

ED 440 648 IR 057 829
Croneis, Karen S., Comp. Short, Bradley H., Comp.
Branch Libraries and Discrete Collections. SPEC Kit 255.
Association of Research Libraries, Washington, DC. Office of Leadership and Management Services.
Report No.—ISSN-0160-3582
Pub Date—2000-00-00
Note—114p.; SPEC Flyer not included with this SPEC Kit. Published six times a year.
Available from—ARL Publications Distribution Center, P.O. Box 531, Annapolis Junction, MD 20701-0531 ($40 non-members; $30 members, plus $6 each shipping and handling). Tel: 301-362-8196; Fax: 301-206-9789; e-mail: pubs@arl.org; Web site: http://www.arl.org/pubscat/index.html.
Journal Cit—SPEC Kit; n255 2000
Pub Type— Collected Works - Serials (022) — Reports - Research (143) — Tests/Questionnaires (160)
EDRS Price – MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—*Academic Libraries, *Branch Libraries, Higher Education, Library Networks, Library Planning, Library Policy, Library Surveys, *Research Libraries
Identifiers—Association of Research Libraries
    This SPEC (Systems and Procedures Exchange Center) Kit reports results of a survey attempting to characterize "branch libraries" and "discrete collections" housed in main academic libraries. The results provide a snapshot of current definitions, subject areas, services, and administration of these collections, as well as document the reasons and influences for changes, both past and anticipated. The survey was distributed to the 122 Association of Research Libraries (ARL) members in the summer of 1999, and 54 responses (44%) were received. Fifty-one institutions reported having over 400 branch libraries and other discrete collection locations, excluding law, medical, government documents, and special collections. Results are provided on: definition of terms, subject areas, services, administration, past changes, decision-making factors, details of new locations, details of closed locations, details of mergers, anticipated changes, impact of electronic resources, and evaluation process. Documents representing library policies and procedures, and planning and evaluation from selected responding libraries are presented after the survey form. Contains 13 selected resources. (AEF)

ED 440 649 IR 057 830
ARL Annual Salary Survey, 1998-1999.
Association of Research Libraries, Washington, DC.
Report No.—ISSN-0361-5669
Pub Date—1999-00-00
Note—61p.
Available from—Association of Research Libraries, 21 Dupont Circle, NW, Suite 800, Washington, D.C. 20036 (per year, plus shipping and handling: nonmembers $79; members $39). Tel: 202-296-2296; Fax: 202-872-0884; e-mail: pubs@arl.org.
Pub Type— Reports - Research (143) — Tests/Questionnaires (160)
EDRS Price – MF01/PC03 Plus Postage.
Descriptors—*Academic Libraries, Higher Education, Librarians, *Library Personnel, Library Surveys, Questionnaires, *Research Libraries, *Salaries
Identifiers—Association of Research Libraries
    The Association of Research Libraries (ARL) Annual Salary Survey reports salary data for all professional staff working in ARL libraries, and is the most comprehensive and thorough guide to current salaries in large U.S. and Canadian academic and research libraries. Data for 8,400 professional

staff memebers were reported for 1998-99 for the 110 ARL university libraries, including their law and medical libraries. For nonuniversity ARL members, data were reported for 3,819 professional staff members. This publication follows the general format of previous years. Most tables show Canadian salaries converted into U.S. dollar equivalents at the rate of 1.4177 Canadian dollars per U.S. dollar, except for tables that pertain exclusively to staff in Canadian university libraries, which are expressed in Canadian dollars. Forty-two tables are presented under three distinct groups: staff in the "general" library system, staff in the university medical libraries, and staff in the university law libraries. Tables include average, median, and beginning salaries, and salaries by position, experience, sex, race/ethnic background, type of institution, geographic region and size. The survey questionnaires for university and nonuniversity member libraries are included at the end of the document. (AEF)

ED 440 650 IR 057 831
Barclay, Donald A.
Managing Public-Access Computers: A How-To-Do-It Manual for Librarians. How-To-Do-It Manuals for Librarians, Number 96.
Report No.—ISBN-1-55570-361-5
Pub Date—2000-00-00
Note—223p.
Available from—Neal-Schuman Publishers, Inc., 100 Varick St., New York, NY 10013 ($59.95). Tel: 212-925-8650; Fax: 800-584-2414 (Toll Free); Web site: http://www.neal-schuman.com.
Pub Type— Books (010) — Guides - Non-Classroom (055)
Document Not Available from EDRS.
Descriptors—Access to Information, Computer Software, Information Services, Information Systems, Information Technology, *Library Administration, Library Services, *Online Catalogs, Online Systems, *Public Service, Users (Information)
Identifiers—Computer Users
    This book, while necessarily concerning itself with computer technology, approaches technology as a tool for providing public-service and helps librarians and others effectively manage public-access computers. The book is organized to progress from more technological to more managerial topics. The first chapter—which answers the question, "What does a manager need to know about technology?"—is followed by chapters which tackle topics of: facilities planning and management; computer hardware; computer software; CD-ROM; printing; working with the systems department staff; system security; managing, training, and communicating with public-access computer staff; and working with computer users. Included throughout the book are citations to a number of online information resources. Contains an index. (AEF)

ED 440 651 IR 057 832
Duncan, Donna Lockhart, Laura
I-Search, You Search, We All Learn To Research: A How-To-Do-It Manual for Teaching Elementary School Students To Solve Information Problems. How-To-Do-It Manuals for Librarians, Number 97.
Report No.—ISBN-1-55570-381-X
Pub Date—2000-00-00
Note—159p.
Available from—Neal-Schuman Publishers, Inc., 100 Varick St., New York, NY 10013 ($45). Tel: 212-925-8650; Fax: 800-584-2414 (Toll Free); Web site: http://www.neal-schuman.com.
Pub Type— Books (010) — Guides - Classroom - Teacher (052)
Document Not Available from EDRS.
Descriptors—*Critical Thinking, Elementary Education, Information Seeking, *Inquiry, Instructional Development, Learning Processes, Lifelong Learning, Problem Solving, Questioning Techniques, Research Methodology, *Student Research
    The I-Search is an inquiry-based process that compels students to move away from the traditional research report format in which they restate old information, empowering them and bringing out

their curiosity and love of learning while laying a foundation for building a community of lifelong learners. Using the I-Search process, children move from a basic knowledge level of learning to the higher levels of analyzing, synthesizing, and evaluation when working with information problems. This book shows how to teach the I-Search process to elementary school students. The book is organized in five sections. Each section represents one of the five steps of the information problem-solving model children employ with the I-Search process. This five-step process will also help educators organize the I-Search unit. These steps are: (1) What do I want to know? (2) Where can I find the answers? (3) How will I record the information I find? (4) How will I show what I learned? and (5) How will I know I did a good job? The appendix presents sample student I-Search papers. Includes a bibliography and an index. (AEF)

ED 440 652 IR 057 833
Petersen, Lois A.
Handbook for Alaska K-12 School Libraries, 2000. Revised.
Alaska State Library, Juneau.
Pub Date—2000-00-00
Note—251p.; For first edition of handbook, see ED 389 298.
Available from—Alaska State Library, 344 W. Third Ave., Suite 125, Anchorage, AK 99501.
Pub Type— Guides - Non-Classroom (055)
EDRS Price – MF01/PC11 Plus Postage.
Descriptors—Elementary Secondary Education, *Information Services, Library Administration, Library Services, Reference Materials, Reference Services, *School Libraries
Identifiers—*Alaska
    This manual is intended to help library staff maximize their work by providing information and references to many of the "frequently asked questions." There are two parts to the manual. The "Overview" is an introduction to school librarianship in Alaska that discusses putting school libraries in perspective; managing the school library; connecting people and information; and becoming an information leader. An index separates the Overview from the "Nitty Gritty" section. This section takes on specific topics and presents them alphabetically, providing a brief explanation of the subject with practical "how to" suggestions for implementing ideas or following up with further study. Topics in the "Nitty Gritty" section are designed to be copied for use in the library. (AEF)

ED 440 653 IR 057 834
Neely, Teresa Y., Ed.
Culture Keepers III: Making Global Connections. Proceedings of the Black Caucus of the American Library Association (BCALA) National Conference of African American Librarians (3rd, Winston-Salem, North Carolina, July 31-August 3, 1997).
American Library Association, Newark, NJ. Black Caucus.
Report No.—ISBN-0-9640292-3-5
Pub Date—2000-00-00
Note—383p.
Pub Type— Collected Works - Proceedings (021)
EDRS Price – MF01/PC16 Plus Postage.
Descriptors—Academic Libraries, Archives, *Blacks, Conferences, Elementary Secondary Education, Higher Education, *Librarians, Library Collection Development, Library Education, Library Networks, Library Services, Professional Development, Public Libraries
Identifiers—*African Americans
    The 49 papers presented in this volume are evidence of the research, scholarship, and professional nature of the offerings of the third National Conference of African American Librarians, sponsored by the Black Caucus of the American Library Association. The papers are arranged into nine tracks and Pre-Conference topics: I: Library Connections: An International Information Exchange"; "Pre-Conference II: Globally Connecting the Stories for Children and Young Adults"; "Making Global Connections and the Information Superhighway"; "Making Global Connections in Library and Information Science Education";

"Making Global Connections in Collection Development and Archives"; "Making Global Connections in Public Library Services"; "Making Global Connections in Academic Library Services"; "Making Global Connections in Law Librarianship"; "Making Global Connections in Recruitment and Professional Development"; "Making Global Connections with Authors and Publishers"; "Making Global Connections"; and "Contributed Papers." Topics include mentoring library students; academic library development; cooperative cataloging; information networks; equity and the Internet; public health connections; recruitment of African American librarians and faculty; preservation and archival collection development; fundraising; library instruction; the concept of Black librarianship; linking librarians with at-risk students; serials management; residencies as career launching pads; finding legal information on the Web; dealing with diversity; multiculturalism; church libraries; and customer service. (Includes an index.) (AEF)

ED 440 654   IR 057 835
Koontz, Christine Jue, Dean K. Lance, Keith Curry
Market-Based Adult Lifelong Learning Performance Measures for Public Libraries Serving Lower Income and Majority-Minority Markets. Final Performance Report. September 1, 1996-August 31, 1999.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.; National Inst. on Postsecondary Education, Libraries, and Lifelong Learning (ED/OERI), Washington, DC.
Pub Date—2000-00-00
Note—24p.; Appendix not included in ERIC copy.
Pub Type— Reports - Evaluative (142)
EDRS Price – MF01/PC01 Plus Postage.
Descriptors—Adult Learning, Library Services, *Lifelong Learning, Low Income Counties, *Low Income Groups, Minority Groups, Performance Factors, *Public Libraries, *Research Methodology, User Needs (Information)
Identifiers—*Field Initiated Studies
This document is the final performance report for a Field Initiated Studies (FIS) project that addressed the need for a better assessment of public library services for adult lifelong learning in majority-minority and lower income library market areas. After stating the major educational problem addressed by the FIS project, the report lists the goals and objectives that were met, along with a discussion on any modifications or shortcomings relative to the stated goals and objectives. The report provides detailed responses to the following objectives: (1) State the major educational problem that the FIS project addressed; (2) Describe the goals and objectives of the project and the extent to which they have been accomplished; (3) Describe the issues and findings emerging from the current work; (4) Describe the major accomplishments of the FIS project since its inception; (5) Write one or two vignettes that highlight important results of the FIS project in a one-paragraph, story-telling manner; and (6) Include an annotated bibliography of key products developed under the grant and where they may be obtained. Recommendations are then provided for the nine issues/findings that were identified by the research as relative to the use of public libraries as adult lifelong learning centers serving primarily minority and low income populations. Major accomplishments of this FIS project are outlined, followed by vignettes that highlight important results of the project. A final section addresses the availability of the key products developed under the grant. (AEF)

ED 440 655   IR 057 837
Shurden, Lynn F., Comp.
Mississippi Public Library Statistics, 1998. The Annual Report of Mississippi Public Library Statistics, October 1, 1997 to September 30, 1998.
Mississippi Library Commission, Jackson.
Pub Date—1999-00-00
Note—49p.; Cover page varies.
Available from—Mississippi Library Commission, State Data Coordinator, 1221 Ellis Avenue, P.O. Box 10700, Jackson, MS 39289-0700. Tel: 601-961-4111; Tel: 800-647-7542 (Toll Free); Fax: 604-354-4181.
Pub Type— Numerical/Quantitative Data (110) — Reference Materials - Directories/Catalogs (132)
EDRS Price – MF01/PC02 Plus Postage.
Descriptors—Library Circulation, Library Expenditures, Library Funding, *Library Statistics, *Public Libraries, *Statistical Data, Tables (Data)
Identifiers—*Mississippi
The Mississippi Library Commission, which acquires and publishes usage data from each of the 46 public library systems and two independent public libraries in the state, reports the data presented in this publication to the Federal State Cooperative System (FSCS) for Public Library Data. First, a 2-year summary (1997-1998) for public library systems is tabulated, followed by a list of Mississippi public library systems with city and population group, and definitions used by the FSCS for Public Library Data. Statistics are then reported for 1998 on library operations, income, expenditures, circulation, and other services. Branch hours and circulation figures are listed. At the end of the publication, public library systems and branches are listed alphabetically, including librarian/director names, address, county, hours, telephone number, and e-mail address (when available). (AEF)

ED 440 656   IR 057 838
Kovacs, Diane K. Carlson, Ann L.
How To Find Medical Information on the Internet: A Print and Online Tutorial for the Healthcare Professional and Consumer. Internet Workshop Series Number 10.
Report No.—ISBN-1-882208-27-7
Pub Date—2000-00-00
Note—128p.
Available from—Library Solutions Press Sales Office, 5000 Windplay Dr., Suite 4, El Dorado Hills, CA 95762 ($60). Tel: 916-939-2018; Fax: 916-939-3626; email: sales@library-solutions.com; Web site: www.library-solutions.com.
Pub Type— Books (010) — Guides - Non-Classroom (055)
Document Not Available from EDRS.
Descriptors—*Health Services, *Information Retrieval, Information Services, Information Sources, Medicine, *Online Searching, User Needs (Information), *World Wide Web
Identifiers—Web Sites
Whether one is a specialist working in any of the fields of health and medicine or someone who wants nontechnical answers to health- or medical-related questions, this book guides users through the search methods to the materials, people, or other resources they seek. Included in this book are step-by-step instructions in finding health and medical information; strategies for finding research resources and consumer information; tips on how to evaluate information retrieved on the Internet; how to find physicians, hospitals, and other specialists and organizations, and how to join electronic discussion groups; practice exercises in using Internet services, including live chat; and core medical and health Web sites that connect to quality resources. The unique feature of the book is its dual format: the book and its companion Web version. The book contains a full workshop designed to replicate Diane Kovacs's live class, including lectures with overheads that cover timeless concepts and strategies; exercises and instructions for executing them online; a collection of "pulsepoints" that serve as a starting point for Web searches; a glossary; a bibliography of resources for learning more; and an index. Its counterpart on the Web includes everything in the printed version. (AEF)

ED 440 657   IR 057 839
Hodge, Gail
Systems of Knowledge Organization for Digital Libraries: Beyond Traditional Authority Files.
Council on Library and Information Resources, Washington, DC. Digital Library Federation.
Report No.—ISBN-1-887334-76-9
Pub Date—2000-04-00
Note—46p.
Available from—Digital Library Federation, Council on Library and Information Resources, 1755 Massachusetts Ave., NW, Suite 500, Washington, DC 20036 ($15). Tel: 202-939-4750; Fax: 202-939-4765; e-mail: info@clir.org; Web site: http://www.clir.org/diglib.
Pub Type— Reports - Descriptive (141)
EDRS Price – MF01/PC02 Plus Postage.
Descriptors—Access to Information, *Electronic Libraries, *Information Management, Information Storage, Information Systems, Library Collection Development
Identifiers—Digital Data, Digital Technology, Knowledge Networks
This report provides an overview of knowledge organization systems (KOSs) and includes pertinent examples of their application to digital materials, offering extensive practical information for institutions embarking on digital library initiatives. The first section of the report defines the general characteristics of KOSs, with emphasis on their connection to a particular view of the world. The historic origins and uses of KOSs, in libraries and in other information management environments, are described, and various types of KOSs are discussed. The second section provides examples of how KOSs can be used to enhance digital libraries in a variety of disciplines, and describes how a KOS can be used to link a digital resource to related material. The third section discusses how KOSs can be used to provide disparate communities with access to digital library resources by using a KOS to provide alternate subject access, to add a new mode of access to the digital library, to provide multilingual access, or to support free-text searching. The report concludes with a discussion of issues to consider when using KOSs with digital libraries. It provides a framework for the design, planning, implementation, and maintenance of KOSs in digital libraries. (Contains 36 references.) (AEF)

ED 440 658   IR 057 840
Labaree, Robert V.
Current Trends and Future Prospects for Archiving Scholarly Communication: The Case of Electronic Journals.
Pub Date—2000-04-28
Note—22p.; Paper presented at the Annual Meeting of the American Educational Research Association (AERA) (New Orleans, Louisiana, April 24-28, 2000).
Pub Type— Reports - Evaluative (142) — Speeches/Meeting Papers (150)
EDRS Price – MF01/PC01 Plus Postage.
Descriptors—*Electronic Journals, *Electronic Publishing, Information Dissemination, Internet, Periodicals, Preservation, *Scholarly Journals, World Wide Web
Identifiers—Digital Collections, Digital Technology, *Digitizing
The development of stand-alone, Web-based electronic journals began shortly after the Internet became widely accessible among researchers. These journals represented one of the first attempts to utilize the Internet as a forum for the regular distribution of peer-reviewed scholarly research. The purpose of this paper is to examine issues related to the preservation of online scholarly electronic journals. The paper begins by clarifying key concepts concerning digital preservation, then moves into a general overview of the challenges faced by information providers in preserving and making accessible digital resources. This is followed by an outline of the unique characteristics of Web-based electronic journals, including an analysis of issues related to editorial authority, accessibility, and the merit and promotion process. Current attempts to preserve electronic journals are discussed, followed by an analysis of future trends in the field of digital preservation and its relationship to the archiving and maintenance of online journals in the near and distant future. The paper concludes with recommendations intended to lay the groundwork for collaborative efforts to systematically preserve

electronic journals on the Internet. (Contains 25 references.) (Author/AEF)

ED 440 659 IR 057 841

Price, Laura Smith, Abby

Managing Cultural Assets from a Business Perspective.

Council on Library and Information Resources, Washington, DC. Digital Library Federation.; Library of Congress, Washington, DC.

Report No.—ISBN-1-887334-75-0

Pub Date—2000-03-00

Note—38p.

Available from—Council on Library and Information Resources, 1755 Massachusetts Ave. NW, Suite 500, Washington, DC 20036 ($15). Tel: 202-939-4750; Fax: 202-939-4765; e-mail: info@clir.org; Web site: http://www.clir.org/diglib.

Pub Type— Opinion Papers (120) — Reports - Descriptive (141)

EDRS Price – MF01/PC02 Plus Postage.

Descriptors—Archives, Business Administration, *Library Administration, Library Collections, Library Planning, Models, *Risk Management

Identifiers—Library of Congress, *Risk Assessment

Without understanding the value of collections as assets to the home institution, it is difficult for libraries to determine how best to make those assets most productive. This report describes how the Library of Congress developed and implemented a plan for greater accountability over its collections. The report presents a model for the management of library and archival collections, adaptable to any type of library that defines those collections as core assets and seeks to make them maximally productive while controlling risks to their integrity. The model focuses on business risk and proposes a framework of controls to minimize the risks that threaten the viability of those assets. The first section of the report defines business risk and discusses the origins of the risk-assessment model. The next section describes the risk-assessment process which includes creating an internal control framework identifying relevant controls, determining how to assess risk, conducting the risk assessment, addressing unacceptable risks, monitoring risk, and limitations on internal control. Finally, long-term benefits of risk assessment are outlined, with discussion on integrating technology and taking preventive action. The business risk model is fully described in the appendix. (AEF)

ED 440 660 IR 057 842

Gilliland-Swetland, Anne J.

Enduring Paradigm, New Opportunities: The Value of the Archival Perspective in the Digital Environment.

Council on Library and Information Resources, Washington, DC. Digital Library Federation.

Report No.—ISBN-1-887334-74-2

Pub Date—2000-02-00

Note—46p.

Available from—Council on Library and Information Resources, 1755 Massachusetts Ave. NW, Suite 500, Washington, DC 20036 ($15). Tel: 202-939-4750; Fax: 202-939-4765; e-mail: info@clir.org; Web site: http://www.clir.org/diglib.

Pub Type— Reports - Evaluative (142)

EDRS Price – MF01/PC02 Plus Postage.

Descriptors—Access to Information, *Archives, Electronic Libraries, *Information Management, Library Collection Development, Preservation, Records Management, Research and Development

Identifiers—Digital Data

This report examines the experiences and contributions of the archival community—practicing archivists, manuscript curators, archival academics, and policy makers who work to define and promote the social utility of records and to identify, preserve, and provide access to documentary heritage regardless of format. The report addresses how the archival science perspective, which brings an evidence-based approach to the management of recorded knowledge, can make a major contribution to a new paradigm for the design, management,

preservation, and use of digital resources. It traces the historical development of archival principles and practices and examines, with reference to key research and development projects, how they are currently being transformed into the digital environment to address issues including: information overload; dynamism in documentary forms; pervasive heterogeneity in information resources and media; documentation of relationships within and between resources; resource validation; granularity of description; and exploitation of context and structure in collections of documents. The report concludes with a discussion of what is needed from the archival, library, and other information communities engaged in the development and preservation of digital resources in order to achieve the full potential of cross-community dialog and development. (Contains 64 references.) (AEF)

ED 440 661 IR 057 843

Collections, Content, and the Web. Conference (Chicago, Illinois, October 5-7, 1999).

Council on Library and Information Resources, Washington, DC. Digital Library Federation.

Spons Agency—Institute of Museum and Library Services, Washington, DC.

Report No.—ISBN-1-887334-73-4

Pub Date—2000-01-00

Note—79p.; Joint partnership with the Chicago Historical Society.

Available from—Council on Library and Information Resources, 1755 Massachusetts Ave, NW, Suite 500, Washington, DC 20036 ($20). Tel: 202-939-4750; Fax: 202-939-4765; e-mail: info@clir.org; Web site: http://www.clir.org/diglib.

Pub Type— Collected Works - Proceedings (021)

EDRS Price – MF01/PC04 Plus Postage.

Descriptors—Information Management, *Libraries, Library Collections, *Museums, Nonprint Media, Online Systems, Technological Advancement, *World Wide Web

Identifiers—Digital Collections, Digitizing, Technology Role

Thirty leaders of museums and libraries met at the Chicago Historical Society (October 5-7, 1999) to discuss common questions and concerns about digitization of collections and explore the ways that the World Wide Web is affecting their collection-based institutions. This report presents the papers, under the headings of "Technology," "Audience," and "Collections," that were prepared in advance of the meeting and summaries, in each section, of the discussions they provoked. Following an introductory section by Abby Smith, papers include: "Mainstreaming Digitization into the Mission of Cultural Repositories" (Anne R. Kenney); "If You Build It and They Come, Will They Come Back?" (Katherine P. Spiess and Spencer R. Crew); "Library Collections Online" (Abby Smith); and "Museum Collections Online" (Bernard Reilly). The report ends with a concluding discussion and section outlining next steps. Appendices include a list of conference participants and a summary of the report, with tables and figures. (AEF)

ED 440 662 IR 057 844

Stephens, Claire Gatrell

Coretta Scott King Award Books: Using Great Literature with Children and Young Adults.

Report No.—ISBN-1-56308-685-9

Pub Date—2000-00-00

Note—238p.

Available from—Libraries Unlimited, Inc., P.O. Box 6633, Englewood, CO 80155-6633 ($26). Tel: 800-237-6124 (Toll Free); e-mail: orders@lu.com; Web site: http://www.lu.com.

Pub Type— Books (010) — Guides - Classroom - Teacher (052) — Reports - Descriptive (141)

Document Not Available from EDRS.

Descriptors—Annotated Bibliographies, Artists, Authors, *Awards, Blacks, Books, *Childrens Literature, *Learning Activities

Identifiers—African Americans, Book Awards, *Coretta Scott King Award, Illustrators

First presented in 1970, the Coretta Scott King Award has become one of the most prestigious honors bestowed on authors and illustrators of children's literature. This book provides information on

the award and award winners, and ideas for using selected award-winning titles in the classroom. The first part of the book "The Award," offers a history of the award and lists and describes all of the award-winning authors' titles and authors' honor titles from the prize's inception through 1999. Fiction, nonfiction, and biographies are all featured. Winners of illustration awards are presented in the same manner. Also included are selected biographies of winning authors and illustrators. The second half of the book, "Classroom Applications: Selected Titles with Classroom Activities," is devoted to classroom applications of selected fiction titles. Each book is explored through vocabulary, discussion and study questions, student worksheets (crossword puzzles, character analyses, word search, etc.), activity suggestions for integrating the book into various units of study (math, science, social studies, and language arts), and related materials and Internet sites. (Contains references and an index.) (AEF)

ED 440 663 IR 057 847

Bank, Jay, Comp.

Statistical Report of Kentucky Public Libraries, Fiscal Year 1997-1998.

Kentucky State Dept. for Libraries and Archives, Frankfort.

Pub Date—1999-00-00

Note—160p.; Tables, charts, thematic maps, library special collections, and links to other library statistics sources that complement this report can be found on the Kentucky Department for Libraries and Archives Web page at http://www.kdla.net/stats.htm.

Pub Type— Numerical/Quantitative Data (110)

EDRS Price – MF01/PC07 Plus Postage.

Descriptors—Library Automation, Library Circulation, Library Collection Development, Library Expenditures, *Library Statistics, *Public Libraries, Statistical Data, Tables (Data)

Identifiers—*Kentucky

This report contains statistical information on Kentucky public libraries for fiscal year 1997-1998 taken from the Annual Report of Public Libraries. The report is separated into seven sections: summary of library statistics for the most recent year (1998) and comparisons with the three prior years; graphs showing statistical trends in library expenditures, book collections and circulation, librarian certification, and library automation; series of charts listing the top counties in various per capita library measures; county-by-county library statistics in 88 categories (new items reported this year include Total In-House Library Use, Number of People Using Electronic Resources, Patrons Formally Trained To Use Electronic Resources, and Library Web Site); select group of statistics arranged in order of county population; glossary of terms; and cross-index of county and item number by page number. (AEF)

ED 440 664 IR 057 848

Leighton, Philip D. Weber, David C.

Planning Academic and Research Library Buildings. Third Edition.

Report No.—ISBN-0-8389-0747-4

Pub Date—2000-00-00

Note—887p.; First edition by Keyes D. Metcalf.

Available from—American Library Association, 50 East Huron St., Chicago, IL 60611 ($139 members; $155 nonmembers). Tel: 800-545-2433 (Toll Free); Web site: http://alastore.ala.org.

Pub Type— Books (010) — Guides - Non-Classroom (055)

Document Not Available from EDRS.

Descriptors—*Academic Libraries, *Building Design, *Construction (Process), Construction Management, Construction Needs, Facility Expansion, Facility Guidelines, *Facility Planning, Facility Requirements, Higher Education, *Library Planning

Identifiers—*Library Construction

This book presents the processes involved in planning, programming, designing, and constructing academic library buildings. Chapters are arranged by topic in the general chronological order in which most projects proceed. Although this volume is concerned with the planning of academic

libraries, there are many similarities with the planning of research library buildings that are not part of academic institutions. Chapters include: (1) "Library Requirements and the Planning Process"; (2) "The Alternatives to a New Library Building"; (3) "Planning Preliminaries"; (4) "The Planning Team, with Architect and Consultants"; (5) "General Programming"; (6) "Programming: Housing the Collections"; (7) "Programming: Accommodations for Readers and Collections"; (8) "Programming: Space for Staff and General Purposes"; (9) "Budgeting and Expense Control"; (10) "Building Additions and Renovations"; (11) "Master Planning and Siting"; (12) "Schematic Considerations"; (13) "Design Development"; (14) "Construction Documents"; (15) "Bidding, Business Concerns, and Construction"; and (16) "Activation." Appendices include program and other document examples; formulas, guidelines and standards; "Building Blocks for Library Space: Functional Guidelines, 1995"; environmental guidelines for collection preservation; equipment that might be overlooked; a bibliography of selected useful publications; and a glossary. Includes an index. (AEF)

ED 440 665   IR 057 849

Collins, Boyd Fabiano, Emily Langschied, Linda Toyama, Ryoko Wilson, Myoung Chung

Building a Scholarly Communications Center: Modeling the Rutgers Experience. Frontiers of Access to Library Materials No. 5.

Report No.—ISBN-0-8389-0765-2

Pub Date—1999-00-00

Note—162p.

Available from—American Library Association, 50 East Huron St., Chicago, IL 60611 ($43.20 members; $48 nonmembers). Tel: 800-545-2433 (Toll Free); Web site: http://alastore.ala.org.

Pub Type— Books (010) — Guides - Non-Classroom (055) — Reports - Descriptive (141)

Document Not Available from EDRS.

Descriptors—*Academic Libraries, *Building Design, Construction Management, Construction Needs, Facility Guidelines, *Facility Planning, Facility Requirements, Higher Education, *Information Centers, Information Technology, *Library Development, Library Planning

Identifiers—*Library Construction, *Rutgers the State University NJ

The scholarly communication center is a comprehensive, technologically rich facility that provides users with access to technology, communications networks, information, and library materials within and beyond the library walls. Relating the experiences of planning the Scholarly Recallocation Center at the New Brunswick campus of Rutgers, the State University of New Jersey, this book identifies the issues, potential problems, and solutions involved in planning and developing such a center. Chapters include: (1) "Overview"; (2) "Planning and Implementation"; (3) "Budget and Fund-Raising"; (4) "Teleconference Lecture Hall: The SCC's Feature Presentation"; (5) "The Information Handling Laboratory"; (6) "Humanities and Social Sciences Data Center: Building a Laboratory for a Virtual Future"; (7) "Technology Checklist and Specifications"; (8) "Day 1: Connecting to the Academic Community and Beyond"; (9) "Implications of the SCC for Research and Instruction: Charting Unknown Territory"; and (10) "Closing One Chapter and Opening the Next." Includes an index. (AEF)

ED 440 666   IR 057 850

Dewey, Patrick R.

101 Computer Projects for Libraries. 101 Micro Series.

Report No.—ISBN-0-8389-0772-5

Pub Date—2000-00-00

Note—161p.

Available from—American Library Association, 50 East Huron St., Chicago, IL 60611 ($37.80 members; $42 nonmembers). Tel: 800-545-2433 (Toll Free); Web site: http://alas-

tore.ala.org.

Pub Type— Books (010) — Guides - Non-Classroom (055) — Reports - Descriptive (141)

Document Not Available from EDRS.

Descriptors—Computer Software, Elementary Secondary Education, Higher Education, Information Services, *Libraries, *Library Equipment, Library Services. *Microcomputers

Identifiers—Computer Use

The projects collected in this book represent a wide cross section of the way microcomputers are used in libraries. Each project description includes organization and contact information, hardware and software used, cost and project length estimates, and Web or print references when available. Projects come from academic and public libraries, school libraries, parish libraries, and library associations. Chapters include: "Using Computers in Libraries"; "Administration: Budgeting, Accounting, and Record Keeping"; "Bibliography Generation"; "Children, Young Adults, and Reading Club Projects"; "Circulation Systems and Online Catalogs"; "Computer Centers and Labs"; "Desktop Publishing and Graphics"; "Indexing"; "Interlibrary Loan"; "The Internet"; "Local Area Networks, Intranets, and Cooperatives"; "Management"; "Periodicals"; "Public Access and Student and Patron Training"; "Public Relations"; and "Reference." Appendices include names and addresses of computer periodicals of interest, project software, and computer software companies. Includes glossary, bibliography and index. (AEF)

ED 440 667   IR 057 851

Ackermann, Ernest Hartman, Karen

Searching and Researching on the Internet and the World Wide Web. Second Edition.

Report No.—ISBN-1-887902-56-2

Pub Date—2000-00-00

Note—486p.; Floppy disc is not available through ERIC.

Available from—Franklin, Beedle & Associates, Inc., 8536 SW St. Helens Dr., Suite D, Wilsonville, OR 97070 ($29.95). Tel: 503-682-7668.

Pub Type— Books (010) — Guides - Classroom - Learner (051) — Non-Print Media (100)

Document Not Available from EDRS.

Descriptors—Computer Mediated Communication, Information Retrieval, Information Seeking, Information Sources, *Internet, *Online Searching, Online Systems, World Wide Web

Identifiers—Browsing, Search Engines, Web Sites

This book presents information specialists—researchers, librarians, and students who work with information—with an accessible approach to finding information on the World Wide Web and the Internet. Each of the chapters contains one or more step-by-step activities to demonstrate fundamental skills and concepts. The book has an accompanying Web site at http://www.webliminal.com/searchweb.html and a diskette that contains HTML versions of all the exercises from the end of the chapters. Chapters include: (1) "Introduction to the Internet and the World Wide Web"; (2) "Browser Essentials"; (3) "Managing and Using Information from the Internet and the Web"; (4) "Using the World Wide Web for Research"; (5) "Directories and Virtual Libraries"; (6) "Search Strategies for Search Engines"; (7) "Using Search Engines"; (8) "Specialized Databases"; (9) "Searching Library Catalogs"; (10) "FTP: Searching Archives, Downloading Files"; (11) "Finding Email Addresses, Phone Numbers, and Maps"; (12) "Searching Email Discussion Group Archives and Usenet Newsgroup Archives"; (13) "Evaluating Information Found on the WWW"; (14) "Citing Web and Internet Resources"; and (15) "Putting It All Together: A Sample Research Project." Appendices include an annotated list of selected search tools, information on selected directories and virtual libraries; ways to stay current; and a discussion of privacy and security on the Internet and the Web. Includes a glossary and an index. (AEF)

ED 440 668   IR 057 858

State Library Agencies, Fiscal Year 1998. E.D. Tabs.

National Center for Education Statistics (ED),

Washington, DC.

Report No. —NCES-2000-318

Pub Date—2000-03-00

Note—297p.

Available from—ED Pubs, P.O. Box 1398, Jessup, MD 20794-1398. Tel: 877-433-7827 (Toll Free).

Pub Type— Numerical/Quantitative Data (110) — Tests/Questionnaires (160)

EDRS Price – MF01/PC12 Plus Postage.

Descriptors—Grants, Library Collections, Library Development, Library Expenditures, Library Funding, Library Personnel, *Library Statistics, Library Surveys, State Agencies, State Federal Aid, *State Libraries, Tables (Data)

This report contains data on state library agencies in the 50 states and the District of Columbia for state fiscal year 1998. The data were collected through the State Library Agencies (STLA) Survey, the product of a cooperative effort between the Chief Offices of State Library Agencies, the United States National Commission on Libraries and Information Science, and the National Center for Education Statistics. The survey asks each STLA about the kinds of services it provides, its staffing practices, collections, income and expenditure data, and more. Report highlights discuss results in terms of: governance; allied and other special operations; electronic services and information; library development services; service outlets; collections; staff; income; and expenditures. The body of the report consists of 53 tables that present the survey statistics. Appendices include the survey methodology, state library agencies that were applicants to the Universal Service (E-Rate discount) program, recipients of other federal income, (by state and by type of income received), and the survey facsimile. (AEF)

JC

ED 440 669   JC 000 256

Fall Enrollment Report, University of Hawaii, Community Colleges, Fall 1999.

Hawaii Univ., Honolulu. Office of Institutional Research and Analysis.

Pub Date—2000-01-00

Note—134p.

Available from—For full text: http://www.hawaii.edu/iro/maps.htm.

Pub Type— Numerical/Quantitative Data (110)

EDRS Price – MF01/PC06 Plus Postage.

Descriptors—Annual Reports, *Community Colleges, *Enrollment, *Enrollment Trends, Institutional Characteristics, Institutional Research, *Student Characteristics, Tables (Data), Two Year College Students, Two Year Colleges

Identifiers—University of Hawaii Community College System

This document is a collection of charts and tables showing student enrollment data and demographics for the University of Hawaii community colleges. Figures one through seven show annual data from 1989 to 1999 and include: (1) headcount and full time equivalent (FTE) enrollment; (2) percentage change in headcount and FTE; (3) enrollment by program area (general, vocational, or unclassified); (4) enrollment of entering students; (5) enrollment by gender; (6) enrollment by attendance status; (7) mean age; and (8) enrollment by ethnicity, 1989 and 1999. Tables include: (1) enrollment of credit students by campus, 1989-1999; (2) FTE enrollment by campus, 1989-1999; and (3) student characteristics by campus, 1999. Contained in the appendices are headcount enrollment by program, 1989-1999, which includes data for each college; distribution of majors, by program, gender and ethnicity, 1999, which includes data for each college; and selected characteristics of students, 1995-1999, with data for each college. (RDG)

ED 440 670   JC 000 257

Rendon, Laura

Fulfilling the Promise of Access and Opportunity: Collaborative Community Colleges for

the 21st Century. New Expeditions: Charting the Second Century of Community Colleges. Issues Paper No. 3.
American Association of Community Colleges, Washington, DC.; Association of Community Coll. Trustees, Annandale, VA.
Spons Agency—Kellogg Foundation, Battle Creek, MI.
Pub Date—2000-00-00
Note—17p.; Research assistance provided by Sylvia Peregrino.
Available from—Community College Press, P.O. Box 311, Annapolis Junction, MD 20701-0311. Tel: 800 250-6557 (Toll Free).
Pub Type— Reports - Descriptive (141)
EDRS Price— MF01/PC01 Plus Postage.
Descriptors—Academic Persistence, *College Role, *Community Colleges, Demography, *Educational Improvement, Elementary Secondary Education, Higher Education, Multicultural Education, *Nontraditional Students, *Partnerships in Education, Teacher Student Relationship
This document is part of the New Expeditions series, published by the American Association of Community Colleges. Addressed specifically in this paper is the need for collaboration within and between community colleges if they are to fulfill their role as democratic agencies concerned with access and equity issues. The paper notes that community colleges are "peoples colleges," in that they provide access for low-income, first-generation and other nontraditional students, providing all who enter an opportunity to realize higher degree and career aspirations. The paper describes community colleges as both internally and externally collaborative. Internal collaboration refers to the relationships among faculty, students, and administrators that foster validating classrooms. External collaboration refers to viable relationships with the K-12 school system, the local business and industrial community, four-year institutions, and other community-based organizations. Several models of multicultural education are provided within this paper, offering the reader a comparison between a monocultural and multicultural environment. Model programs offered at community colleges around the country are also provided. The paper provides seven recommendations, each designed around internal or external collaboration, with the goal of creating a relevant and enriching environment for all students, ultimately launching students to higher levels of success. (Contains 35 references.) (AF)

ED 440 671   JC 000 258
Phillippe, Kent A., Ed. Patton, Madeline
National Profile of Community Colleges: Trends & Statistics. 3D Edition.
American Association of Community Colleges, Washington, DC.
Report No.—ISBN-0-87117-327-1
Pub Date—2000-00-00
Note—175p.
Pub Type— Numerical/Quantitative Data (110) — Reports - Descriptive (141)
EDRS Price – MF01/PC07 Plus Postage.
Descriptors—*Community Colleges, Curriculum, Degrees (Academic), *Educational Change, *Educational Finance, *Educational History, Educational Technology, Enrollment Trends, *Institutional Characteristics, *Outcomes of Education, Tables (Data), Two Year College Students, Two Year Colleges
The National Profile of Community Colleges comprises text and charts that provide an overview of American community colleges. The report highlights major issues concerning community colleges and provides detailed representation of trends in enrollment, funding, and other areas. Chapter 1 recounts the history of community colleges and summarizes important current issues. Chapter 2 discusses student characteristics. Chapter 3 describes student and community outcomes as measured by indicators such as degrees and certificates awarded, employment data, and cost-benefit analysis. Chapter 4 describes community college staffing and discusses changes due to large numbers of staff retirements and increases in adjunct faculty. Chap-

ter 5 discusses finances, expenditures, and revenues. Chapter 6 discusses the future implications of technology for community colleges. The statistics presented in this report are drawn from a variety of sources, including AACC surveys, scholars, and the U.S. Department of Education. (Contains 63 tables, 38 figures, and 45 references.) (AUTH/RDG)

ED 440 672   JC 000 260
Bankhead, Mike
Reducing "Math Anxiety" in College Algebra Courses Including Comparisons with Elementary Statistics Courses.
Pub Date—1997-11-16
Note—58p.
Pub Type— Guides - Classroom - Teacher (052) — Reports - Descriptive (141) — Tests/Questionnaires (160)
EDRS Price – MF01/PC03 Plus Postage.
Descriptors—*Algebra, Higher Education, Learning Motivation, Learning Strategies, *Mathematics Anxiety, Mathematics Instruction, *Student Attitudes, *Teacher Effectiveness, Teacher Response, Teaching Conditions
Identifiers—Kentucky
The high levels of anxiety, apprehension, and apathy of students in college algebra courses caused the instructor to create and test a variety of math teaching techniques designed to boost student confidence and enthusiasm in the subject. Overall, this proposal covers several different techniques, which have been evaluated by both students and the instructor. The paper proposes a series of study techniques, which are covered on the first day of class and throughout the course. Armed with practical advice about approaching the algebra course, the students learn by example. The instructor uses examples, such as rules of cricket matches as a way to make the material come to life. Other suggested techniques are making chapter notes available to students, and providing example tests before final exams and additional study sessions. Sometimes students are allowed to work in groups and complete group projects. Within this paper are several examples of the handouts and examples of worksheets given to students. The paper concludes that in addition to succeeding in reducing students' anxiety level so that the instructor could engage in more teaching, the instructor also developed a greater interest and enthusiasm for the topic. (AF)

ED 440 673   JC 000 261
Charting the Future of Global Education in Community Colleges. New Expeditions: Charting the Second Century of Community Colleges. Issues Paper No. 12.
American Association of Community Colleges, Washington, DC.; Association of Community Coll. Trustees, Annandale, VA.
Spons Agency—Kellogg Foundation, Battle Creek, MI.
Pub Date—2000-00-00
Note—25p.
Available from—Community College Press, P.O. Box 311, Annapolis Junction, MD 20701-0311. Tel: 800-250-6557 (Toll Free).
Pub Type— Reports - Evaluative (142)
EDRS Price – MF01/PC01 Plus Postage.
Descriptors—*Change Strategies, *College Role, *Community Colleges, *Educational Change, *Educational Technology, *Global Approach, Organizational Development, Two Year Colleges
This document is part of the New Expeditions series, published by the American Association for Community Colleges. It addresses technology, meeting the needs of a diverse student body, and remaining economically viable and locally responsible in a global community. The paper asserts that, as community colleges transform from teaching to learning institutions, they will build on a new definition of community that is not place-centered but learner-centered. Therefore, community can no longer be defined as local. Discussed is how global education will affect the following issues at community and two-year colleges: (1) access and equity; (2) faculty role; (3) finance; (4) governance; (5) leadership development; (6) market forces; (7) student needs; (8) technology; and (9) teaching and

learning. The article also explores the expansion from local to global communities, and the resulting change in the community college's civic role. Contained in the appendices are a community colleges and global education executive summary, the New Expeditions survey on global education in community colleges, a list of providers of testimony at the New Expeditions hearing in Washington, DC, a list of participants at the New Expeditions Conference, and the hearing testimony. (EMH)

ED 440 674   JC 000 277
Teachers of Life—Learners for Life: Faculty Stories in Service Learning from Miami-Dade Community College.
Miami-Dade Community Coll., FL.
Spons Agency—Corporation for National Service, Washington, DC.; American Association of Community Colleges, Washington, DC.
Pub Date—1998-00-00
Contract—97LHEFL046
Note—45p.
Pub Type— Collected Works - General (020)
EDRS Price – MF01/PC02 Plus Postage.
Descriptors—Active Learning, Community Colleges, *Experiential Learning, *Service Learning, Student Needs, *Teacher Attitudes, Teacher Role, *Teacher Student Relationship, *Teaching Experience, Teaching Methods, Two Year Colleges
Identifiers—*Miami Dade Community College FL
This publication contains faculty stories about experiences with service learning from Miami-Dade Community College. The stories are firsthand accounts of real learning and how lives change because of that experience. The stories come from teachers who see themselves as facilitators of a student's own active learning; who look for and commend their students for enhanced self-esteem, realization of new possibilities, and signs of having gained new perspectives; who understand that adult learners are unique and that experiential learning is a part of adult learning theory; who understand their student's needs, concerns, and interests and integrate them into their teaching; and who are actively involved as leaders in the classroom. The articles and authors included are: "Service Learning Creates Super Heroes," by Diane Sloan; "From Whence Cometh My Heart," by Paula Sanchez; "Of Service Learning," by Alberto Meza; "Service Learning: A Nagging Purpose," by Dorothy Sole; "Service Learning: Fostering Faculty Development," by Sharon B. Johnson; "Service Learning in the Arts," by Alberto Meza; "From Ideology to Playing Piano," by Lynda Pinto-Torres; "An Impossible Idea," by Marta Bret; "Learning That Sticks," by Nancy Davies; "Little League Baseball and Leadership," by Robert J. Exley; and "Reflections on My Involvement with Service Learning," by David B. Johnson. (VWC)

ED 440 675   JC 000 278
Distance Education Handbook, 1999.
Accrediting Commission for Community and Junior Colleges, Santa Rosa, CA.
Pub Date—1999-00-00
Note—24p.
Pub Type— Guides - Non-Classroom (055) — Reports - Descriptive (141)
EDRS Price – MF01/PC01 Plus Postage.
Descriptors—Academic Standards, *Accreditation (Institutions), *Accrediting Agencies, *Community Colleges, *Distance Education, *Guides, Institutional Evaluation, Nontraditional Education, Two Year Colleges
Identifiers—Accreditation Standards
This handbook is designed to serve as a guide for community colleges as they plan distance learning programs. Produced by the Accrediting Commission for Community and Junior Colleges, it provides member institutions with guidelines and policies that will be considered in the evaluation of distance education. Eleven current accreditation concerns are identified: (1) institutional motivation; (2) partnerships; (3) mission, educational programs, and the curriculum; (4) faculty; (5) students; (6) library and learning resources; (7) institutional effectiveness and student outcomes; (8) organiza-

tion, planing, and human resources; (9) facilities and equipment; (10) catalogs and publications; and (11) intellectual property rights. The handbook includes six major sections: substantive change policy; substantive change reports; policy statement on accreditation and authorization of distance learning through telecommunications; principles of good practice for electronically delivered degree and certificate programs in the areas of curriculum and instruction, institutional context and commitment, and evaluation and assessment; guidelines for distance education; and accreditation standards. (Contains 10 references.) (RDG)

ED 440 676   JC 000 279

Robinson, Gail

Community Colleges Broadening Horizons through Service Learning, 1997-2000. Project Brief.

American Association of Community Colleges, Washington, DC.

Spons Agency—Corporation for National Service, Washington, DC.

Report No. —AACC-PB-99-4

Pub Date—1999-00-00

Contract—97LHEDC001

Note—9p.

Pub Type— Reference Materials - Directories/Catalogs (132) — Reports - Descriptive (141)

EDRS Price – MF01/PC01 Plus Postage.

Descriptors—*Community Colleges, Educational Change, Educational Innovation, Program Development, Public Service, *School Community Programs, School Community Relationship, *Service Learning, *Student Volunteers, Two Year Colleges

Identifiers—American Association of Community Colleges

This project brief provides a summary of the Community Colleges Broadening Horizons through Service Learning project, supported by the Corporation for National Service and administered by the American Association of Community Colleges. The project was developed to increase the number, quality, and sustainability of service learning programs in community colleges. It features model programs, national data collection, and an information clearinghouse. The project also provides professional development opportunities and technical assistance through workshops, mentoring, presentations, publications, a Web site, and a consultant referral service. The key campus activities include: community assets/needs assessment, college/community partnerships, longitudinal evaluation study, service learning offices, faculty development, curricular integration, critical reflection, student leadership, civic education, community outreach, and program sustainability. Ten model programs are summarized: (1) Teaching and Learning Consortium (Century Community and Technical College, MN); (2) Learning and Serving Education & Reflection (Gadsden State Community College, AL); (3) Occupational Service Learning (Iowa Western Community College); (4) Broadening Horizons in Northwest Arkansas (Northwest Arkansas Community College); (5) Seeing through New Eyes (Nunez Community College, LA); (6) A Collaborative Approach to Service Learning (Oakton Community College, IL); (7) Service Learning and Global Studies (Richland College, TX); (8) Young Speakers Bureau (Skagit Valley College, WA); (9) Southwestern Service Learning Center (Southwestern College, CA); and (10) Horizons Project (University College, OH). (Contains 25 references.) (RDG)

ED 440 677   JC 000 280

Minimum Qualifications for Faculty and Administrators in California Community Colleges. [Fourth Edition].

California Community Colleges, Sacramento. Office of the Chancellor.

Pub Date—1999-11-00

Note—47p.

Pub Type— Legal/Legislative/Regulatory Materials (090)

EDRS Price – MF01/PC02 Plus Postage.

Descriptors—*Administrator Qualifications, Administrators, College Faculty, *Community Colleges, *Eligibility, Government School Re-

lationship, Personnel, *Personnel Selection, State Boards of Education, *State Standards, *Teacher Qualifications, Two Year Colleges

Identifiers—California Community Colleges

This report provides guidelines and policies on qualifications required for faculty and administrative positions at community colleges in California. Major changes from the previous edition include: modification of two current disciplines which require a master's degree, addition of Film Studies as a discipline requiring a Master's degree, and addition of Multimedia to the non-master's list. The report contains seven major sections: (1) Disciplines requiring a master's degree, listing 63 fields, with related disciplines, for which a master's degree is a teaching requirement; (2) Disciplines in which a master's degree is not generally expected or available, listing over 125 disciplines for which a bachelor's degree and two years experience are the minimum teaching requirements; (3) Education code sections on minimum qualifications; (4) Title 5 regulations on minimum qualifications; (5) Title 5 regulations on faculty interns; (6) Title 5 regulations on EOPS qualifications; and (7) Legislative findings and declarations. The appendix includes recommendations and adoption of 1999 changes. (Contains 21 related resources.) (RDG)

ED 440 678   JC 000 281

Statewide and District Summaries: Report on Academic Performance of High School Graduates (A.R.S. 15-1822).

Arizona State Board of Directors for Community Colleges, Phoenix.

Pub Date—1999-11-00

Note—24p.

Pub Type— Numerical/Quantitative Data (110)

EDRS Price – MF01/PC01 Plus Postage.

Descriptors—Academic Achievement, Achievement Rating, College Bound Students, *College English, *College Freshmen, *College Mathematics, *Community Colleges, Enrollment Trends, *Grade Point Average, High School Graduates, High Schools, *Student Characteristics, Student Evaluation, Tables (Data), Two Year Colleges

Identifiers—*Arizona

This publication presents the Report on Academic Performance of High School Graduates in Arizona for the fiscal year 1998-1999. This report contains an Arizona Statewide Summary and District Summaries for: (1) Cochise County Community College District; (2) Coconino County Community College District; (3) Graham County Community College District, Eastern Arizona College: (4) Maricopa County Community College District; (5) Mohave County Community College District; (6) Navajo County Community College District, Northland Pioneer College; (7) Pima County Community College District; (8) Pinal County Community College District, Central Arizona College; (9) Yavapai County Community College District; and (10) Yuma & La Paz Counties Community College District, Arizona Western College. Statewide and District Summaries' information are presented using tables and graphs. Summary characteristics include the number of 1998 Arizona high school graduates enrolled in the ten Arizona community college districts and their first term average GPA. Information presented in tabular form also include the number of students enrolling in first English (pre-freshman, freshman, advanced, and other English) and math (pre-intermediate, intermediate, and college algebra, calculus, and other math) courses and the average GPA of these students enrolling. The average GPA for these first English and math courses are individually graphed. (VWC)

ED 440 679   JC 000 282

Annual Report to the Governor, FY 1998-1999.

Arizona State Board of Directors for Community Colleges, Phoenix.

Pub Date—1999-10-00

Note—74p.

Pub Type— Reports - Descriptive (141)

EDRS Price – MF01/PC03 Plus Postage.

Descriptors—College Programs, *Community Colleges, *Educational Assessment, *Educa-

tional Finance, Employment, *Enrollment, Enrollment Trends, *Institutional Characteristics, Mission Statements, Tables (Data), Two Year Colleges

Identifiers—*Arizona

This paper includes a brief statement regarding the progress of Arizona's community colleges during the past fiscal year and provides statistical information on finances, enrollment, employment, and educational programs. The paper contains the following sections: (1) philosophy of Arizona's community college system; (2) mission statement of the State Board; (3) vision statement of the State Board; (4) Arizona community college progress reports, FY 1998-1999, for: the State Board of Directors of Community Colleges of Arizona, Cochise County Community College District, Coconino County Community College District, Graham County Community College District, Maricopa County Community College District, Mohave County Community College District, Navajo County Community College District, Pima County Community College District, Pinal County Community College District, Yavapai County Community College District, and Yuma and La Paz Counties Community College District; (5) Arizona community college student enrollment statistics and trends, FY 1994-1995 to FY 1998-1999, which includes information on annual audited FTSE and fall headcounts, headcount by full- or part-time enrollment, ethnic or race group, gender, age cohort, residency status, college continuation status, and Arizona high school graduation status, and miscellaneous headcount information; (6) Arizona community college financial information: data and trends, FY 1994-1995 to FY 1998-1999; and (7) program of study information: curriculum matrix, skills centers, and tech prep. (VWC)

ED 440 680   JC 000 298

Kennedy, Cathleen A.

Reinventing Online Education from a Social Context.

Pub Date—1999-10-00

Note—14p.; Presented at the Online Education in California Community Colleges: Faculty Perspectives Conference (San Mateo, CA, October 9, 1999.

Pub Type— Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price – MF01/PC01 Plus Postage.

Descriptors—Community Colleges, *Distance Education, *Educational Technology, Institutional Mission, *Student Characteristics, Student Educational Objectives, *Student Needs, Teacher Student Relationship, *Teaching Methods, Telecourses, Two Year Colleges

This paper presents a new educational paradigm for online education from the perspective of a faculty member who has taught these classes. It also addresses the value of the social context of the audience when looking into the differences between traditional and distance learners. The article cites one study that found that, as compared with traditional students, telecourse students are more intelligent, more emotionally stable, more trusting, and more conforming. They also tend to be more self-sufficient and expedient. The paper challenges assumptions about distance learning students in the online environment, asking if students who take courses online are already motivated, capable, and familiar with the technologies. If online education is viewed as an extension of what has been done before, there is a risk of building in certain assumptions about the teacher-student model and student learning strategies. How can online education be reinvented from a social context? What needs to be done? First, identify the educational purpose, asking who the institution seeks to serve and to what end. Once an audience is chosen, a community of learners who have reason to study a particular discipline online can be developed. The needs of the community must precede the pedagogy. Finally, the requirements of technology must be considered in terms of how to meet these objectives. (Contains 11 references.) (VWC)

ED 440 681   JC 000 299

Lee, Jenny

**Values Education in the Two-Year Colleges.
  ERIC Digest.**

ERIC Clearinghouse for Community Colleges,
  Los Angeles, CA.

Spons Agency—Office of Educational Research
  and Improvement (ED), Washington, DC.

Report No. —EDO-JC-00-04

Pub Date—2000-04-00

Contract—ED-99-CO-0010

Note—4p.; For full text: http://www.gseis.uc-
  la.edu/ERIC/eric.html.

Pub Type— ERIC Publications (071) — ERIC Di-
  gests in Full Text (073)

EDRS Price – MF01/PC01 Plus Postage.

Descriptors—*Citizenship Education, Citizen-
  ship Responsibility, *Civics, *Community Col-
  leges, Course Content, Curriculum
  Development, Democratic Values, *Ethical In-
  struction, Higher Education, Humanistic Edu-
  cation, Two Year Colleges, *Values Education

Identifiers—ERIC Digests

Many college mission statements convey the
importance of citizenship education to prepare
future leaders. However, values education often
remains, at best, peripheral to the community col-
lege curriculum. This digest provides an examina-
tion of the classical and current approaches to
community college values education. According to
the digest, classical approaches to values education
encompass techniques from the Values Clarification
Approach to Kohlberg's stages of moral develop-
ment. The digest also cites Bok, who suggests that
instructors should take greater care to direct class-
room discussion that will engage students in con-
fronting and resolving ethical dilemmas. Current
examples include models of values education deliv-
ered by three community colleges in different parts
of the country. For example, in Broome Community
College (NY), new requirements for the associate's
degree include courses in Communicating Effec-
tively, Acting Civically, Thinking Globally and
Cross-Culturally, Thinking Critically, and Reason-
ing Ethically. At St. Vincent's College (CT), a task
force was convened to assure that competency-
based learning experiences related to ethical and
critical thinking and decision making were pro-
vided across the curriculum. (AF)

ED 440 682   JC 000 300

O'Banion, Terry

An Inventory for Learning-Centered Colleges.

Pub Date—1999-00-00

Note—18p.

Pub Type— Guides - Non-Classroom (055) — Re-
  ports - Descriptive (141)

EDRS Price – MF01/PC01 Plus Postage.

Descriptors—*Educational Change, Educational
  Practices, Educational Trends, Higher Educa-
  tion, Institutional Mission, *Institutional Role,
  Student Needs

At the tail end of the last millennium a learning
revolution began to emerge across the educational
landscape, challenging traditional assumptions in
elementary and secondary education, community
colleges, four-year colleges, and universities. The
Learning Revolution emerged from the failures of
reform efforts triggered by the 1983 publication of
"A Nation at Risk." The Learning Revolution that
has emerged in the last decade has placed an
increased emphasis on learning. Benchmark activi-
ties and questions related to the Learning Revolu-
tion are offered in this article as an inventory for use
by colleges and universities committed to becoming
more learning-centered institutions. They include:
(1) revising mission statements; (2) involving all
stakeholders; (3) selecting faculty and staff; (4)
training faculty and staff; (5) holding conversations
about learning; (6) identifying and agreeing on
learning outcomes; (7) assessing and documenting
learning outcomes; (8) redefining faculty and staff
roles; (9) providing more options; (10) creating
opportunities for collaboration; (11) orienting stu-
dents to new options and responsibilities; (12)
applying information technology; (13) reallocating
resources; and (14) creating a climate for learning.
(VWC)

ED 440 683   JC 000 301

Kennedy, Cathleen A.

**Community College Teaching: Divining the Fu-
  ture from the Past.**

Pub Date—1999-04-16

Note—8p.; Presented at the Spring Plenary Ses-
  sion of the Academic Senate for California
  Community Colleges (April 16, 1999).

Pub Type— Opinion Papers (120) — Speeches/
  Meeting Papers (150)

EDRS Price – MF01/PC01 Plus Postage.

Descriptors—*Community Colleges, *Distance
  Education, Educational Change, *Educational
  Quality, Outcomes of Education, *Teacher Ef-
  fectiveness, Teacher Role, *Teacher Student
  Relationship, Teaching Experience, *Teaching
  Methods, Two Year Colleges

In this speech to the Academic Senate for Cali-
fornia Community Colleges, an educator describes
her experiences as a telecourse teacher, which led
her to thinking about the goals and purposes of
community college teaching. From there, the
speech addresses the question of how to provide
quality in education in light of technological
advancements introduced into educational prac-
tices. Asserting that educational reform is nothing
new to teaching, the paper advocates looking at the
past to speculate on how educators should respond
to the future. It considers the ways innovations have
generated controversy, and how economics and pol-
itics provided the necessary backdrop for change to
take place. Taken together, all three factors have
helped shape teaching practice. One way to look at
how innovation influences teaching practice is to
consider how it has changed the ways students gain
access to information and participate in the educa-
tional process. The speech also questions how
teachers are to balance the role of evaluator and the
role of tutor, and how their perspective about these
two roles shapes the way they look at educational
change. The paper concludes with three qualities
that students look for in their teachers: respecting
students, caring about student learning, and listen-
ing to what students say about teaching. (VWC)

ED 440 684   JC 000 302

Kennedy, Cathleen A.

My Top 10 Surprises about Teaching.

Pub Date—1999-08-17

Note—9p.; Presented as the Keynote Address at
  SMCCCD Opening Session (August 17, 1999).

Pub Type— Opinion Papers (120) — Speeches/
  Meeting Papers (150)

EDRS Price – MF01/PC01 Plus Postage.

Descriptors—*Educational Philosophy, Higher
  Education, *Reflective Teaching, *Student Atti-
  tudes, Student Characteristics, Student Motiva-
  tion, *Teacher Student Relationship, *Teaching
  Experience, Teaching Methods

This article likens education to playing a game.
Whereas students think of education as a finite
game—as something to beat—educators see the
educational process as an infinite game, and hope to
instill in students a desire to pursue knowledge for
its own sake, to value their time in the process, and
to be prepared for life's surprises. In David Letter-
man's fashion, the article contains a top 10 list of
surprises about teaching: (10) Students don't always
know what they're supposed to do—what it is to "be
a student"; (9) Students think current teachers will
be like previous teachers; (8) Boredom is more con-
tagious than enthusiasm; (7) Students think teach-
ers work at school and students work at home; (6)
Students are not expecting a Sage on the Stage; (5)
Students think mastery of a subject is roughly
equivalent to memorizing the textbook; (4) Learn-
ing is a social experience; (3) Students think class-
room teachers are the most significant factor in
student learning, and rank it ahead of their own stu-
dent habits in importance; (2) Students think of
education as an obstacle course rather than a way of
living; and (1) What we do as teachers affects far
more than our students. (VWC)

ED 440 685   JC 000 303

Abood, Nancy V. LeBlanc, William

**Community College of Rhode Island: Annual
  Report, 1998.**

Community Coll. of Rhode Island, Warwick.

Pub Date—1999-05-00

Note—43p.

Pub Type— Numerical/Quantitative Data (110) —
  Reports - Descriptive (141)

EDRS Price – MF01/PC02 Plus Postage.

Descriptors—Community Colleges, Community
  Development, Educational Development, Edu-
  cational Facilities Planning, *Educational Fi-
  nance, Educational History, *Educational
  Planning, Educational Trends, *Labor Force
  Development, *Partnerships in Education,
  *Statistics, Tables (Data), Two Year Colleges

Identifiers—*Community College of Rhode Is-
  land

This 1998 annual report describes the college's
plans for building facilities for the future and its
infrastructure improvements. The document looks
at the college's response to building programs of
study that will meet the community's needs, and
describes partnerships formed with high schools,
colleges and universities, non-profit organizations,
and the business community. Also discussed are
workforce development initiatives, grant and con-
tract awards, the Rhode Island plastics partnership,
and the information technology academy. The
report outlines CCRI's transfer agreements and pro-
vides a list of four-year institutions that have signed
transfer articulation agreements with the college. It
lists organizations that have held activities at CCRI
during the last year. CCRI athletics is highlighted in
this report, as well as events on campus. The latter
half of this report presents facts and figures in the
following categories: student characteristics, fall
enrollment from 1976 to 1998, incoming students,
full-time and part-time enrollments, off-campus
credit enrollments, Center for Business and Indus-
trial Training enrollments, survey of graduates,
CCRI transfers enrolling in other Rhode Island
institutions, enrollment in non-credit courses,
enrollment by program of study, degrees and certifi-
cates awarded, faculty characteristics, faculty rank,
staff characteristics, tuition and fees, general edu-
cation revenues, general education expenditures,
and student financial aid. (VWC)

ED 440 686   JC 000 304

**Report on Community College Classes Of-
  fered in Conjunction with High Schools (R7-
  1-709), FY 1998-1999.**

Arizona State Board of Directors for Community
  Colleges, Phoenix.

Pub Date—1999-12-00

Note—39p.

Pub Type— Numerical/Quantitative Data (110) —
  Reference Materials - Directories/Catalogs (132)
  — Reports - Research (143)

EDRS Price – MF01/PC02 Plus Postage.

Descriptors—*College Credits, *Community Col-
  leges, Course Descriptions, *Educational Op-
  portunities, *Enrollment, High School
  Students, *High Schools, Nontraditional Stu-
  dents, *Partnerships in Education, Student
  Characteristics, Two Year Colleges

Identifiers—*Arizona

This publication presents the first 1998-1999
Report on Community College Classes Offered in
Conjunction with High Schools in Arizona. This
report contains the following sections: (1) a map of
Arizona Community College Campuses, Centers,
and Extension Sites; (2) an outline of Rule R7-1-
709: Community College Classes Offered in Con-
junction with High Schools; (3) Statewide Sum-
mary by Community College District; (4) Cochise
County Community College District; (5) Coconino
County Community College District; (6) Graham
County Community College District; (7) Maricopa
County Community College District; (8) Navajo
County Community College District; (9) Pima
County Community College District; (10) Pinal
County Community College District; and (11)
Yavapai County Community College District. No
activity is reported at Glendale Community College
in the Maricopa County Community College Dis-
trict, Mohave County Community College District,
and Yuma & La Paz Counties Community College
District. This report includes the total number of
students who were enrolled (unduplicated head-
count) in the courses offered at each of the commu-

nity college districts, the locations at which courses were offered, and the titles of the courses offered. When available, this report also offers a general narrative of the top ten types of courses in which the students were enrolled. (VWC)

ED 440 687   JC 000 305
Puvear, Donald E.
Funding Arizona Community Colleges. A Discussion Paper.
Arizona State Board of Directors for Community Colleges, Phoenix.
Pub Date—1999-08-00
Note—104p.
Pub Type— Reports - Evaluative (142)
EDRS Price – MF01/PC05 Plus Postage.
Descriptors—Accountability, *Community Colleges, *Educational Equity (Finance), *Educational Finance, School District Spending, School Funds, *State Aid, *State School District Relationship, Tuition, Two Year Colleges
Identifiers—*Arizona
   The purpose of this paper is to provide a foundation for the planned discussion of how the funding of Arizona community colleges might be improved to enable the colleges to better serve the needs of their communities and address the priorities of the State. This paper considers three of the most common funding sources: (1) state appropriations; (2) local tax levy; and (3) student tuition and fees. This paper discusses three factors that must be considered in developing a rational and effective model for funding of community colleges, which are state benefit, accountability, and equity. The first two are being reviewed by a task force, and will be presented in an upcoming report. In reviewing the current status of equity, this paper examines the present system of equalization, out of county reimbursement, variations in the level of state aid provided the various community college districts, variations in taxing and spending ability, and the level and variance in student tuition. This paper also offers recommendations for changing the process of how Arizona funds its community colleges. The report suggests that the following matters should be included in the consideration of a new funding paradigm: (1) base funding; (2) equalization funding; (3) performance funding; (4) funding for addressing state priorities; and (5) other funding considerations. Appendices are included. (VWC)

ED 440 688   JC 000 306
Armstrong, William B.
Mandatory Skill Level Prerequisites: How Are Student Outcomes Affected? A Student Equity Approach.
San Diego Community Coll. District, CA. Research and Planning.
Pub Date—1998-04-00
Note—264p.
Pub Type— Numerical/Quantitative Data (110) — Reports - Descriptive (141)
EDRS Price – MF01/PC11 Plus Postage.
Descriptors—Academic Achievement, Access to Education, Admission Criteria, *Community Colleges, *Course Selection (Students), *Enrollment Influences, Equal Education, *Outcomes of Education, *Prerequisites, Prior Learning, Student Educational Objectives, Two Year Colleges
Identifiers—*San Diego Community College District CA
   This study examines and analyzes the impact of mandatory enforced skill prerequisites on student enrollment patterns and course performance outcomes in the San Diego Community College District (SDCCD). This investigation uses a comparative framework that includes data from two semesters to assess the impact of the prerequisite policy. The implementation of mandatory prerequisite skills levels enforced at registration appears to have coincided with enrollment declines in the majority of disciplines and within individual sections included in this investigation. In several of the science disciplines, there has been a concomitant increase in the proportion of successful course grades and a decrease in student drops. The effect in the social sciences and languages has been less obvious in terms of student outcomes, but enroll-

ment in general showed a decline even though the number of sections offered remained relatively constant over the two terms. The effects on student equity categories varied substantially among several disciplines analyzed. The effect of mandatory prerequisite enforcement does not seem to negatively impact any group in particular. Appendix 1 includes tables that contain data for each course and subject area while Appendix 2 contains data for each course and subject area by SDCCD college and Educational Cultural (Complex. Contains 12 references.) (VWC)

ED 440 689   JC 000 307
Loges, William E. Kidder, Rushworth M. Novak, Charles R.
Leadership and Values: The People of Illinois and Their Community Colleges. A Survey of the People of Illinois and the Faculty, Staff, and Students of Illinois Community Colleges.
Illinois Community Coll. Board, Springfield.; Gallup Organization, Inc., Princeton, NJ.; Institute for Global Ethics, Camden, ME.
Pub Date—1999-00-00
Note—40p.
Available from—Institute for Global Ethics, P.O. Box 563, Camden, Maine 04843. Tel: 207-236-6658; Fax: 207-236-4014; Web site: http://www.globalethics.org.
Pub Type— Reports - Research (143)
EDRS Price – MF01/PC02 Plus Postage.
Descriptors—*Community Attitudes, *Community Colleges, Educational Change, *Ethics, *Moral Development, Outcomes of Education, *School Community Relationship, *Social Values, State Surveys, Two Year Colleges
Identifiers—Illinois Community College Board, *Illinois Community College System
   This report discusses the values, ethical standards, and moral reasoning practices of members of the community college community and the general population in the state of Illinois. A survey was sent to randomly selected students, faculty, and staff at Illinois community colleges. All 48 colleges participated and 1,659 responses were received. A second survey was sent to 1,397 Illinois residents eighteen years or older, and 735 responses were received. The surveys asked respondents about ethics, core values, life priorities, sources of authority and moral boundaries, moral reasoning, and teaching values. Results suggest a high degree of consistency between the community college population and the general population. Respondents reported a strong connection between ethics and leadership, and feel that people are not properly learning values that would help them become ethical adults. Respondents from both populations agreed that community colleges should teach ethics and that ethical decision-making is important. The general population does not believe that community colleges have different values from their own, and the majority think that values should be taught in college. Sections in the report include: (1) Executive Summary; (2) Leadership and Values; (3) Teaching Ethics and Values in the Colleges; and (4) Summary and Conclusions. (Contains 21 tables and 3 figures. Sampling protocol, response rates, and sampling tolerances are contained in the technical appendix.) (RDG)

ED 440 690   JC 000 308
Career Placement and Graduate Transfer Report, 1998.
Community Coll. of Rhode Island, Warwick.
Pub Date—1999-05-00
Note—61p.
Pub Type— Numerical/Quantitative Data (110) — Reports - Research (143) — Tests/Questionnaires (160)
EDRS Price – MF01/PC03 Plus Postage.
Descriptors—Annual Reports, College Transfer Students, Community Colleges, *Graduate Surveys, *Graduates, Institutional Research, Job Placement, *Outcomes of Education, Tables

(Data), *Two Year College Students, Two Year Colleges, Vocational Followup
Identifiers—Community College of Rhode Island
   This report presents the results of a 1999 study on the employment and continuing education status of 1998 Community College of Rhode Island graduates. A survey for the class of 1998 was distributed to 1203 graduates. Two mailings and a telephone follow-up survey resulted in 1106 respondents (78.8 percent response rate). Eighty-three percent of graduates were employed and fifty-eight percent were employed full time. Thirty-four percent were continuing their education, while less than four percent were seeking employment. Data on graduates in 27 different disciplines includes employment or educational status, average salary, and specific businesses employing graduates. Appendix A presents the survey instrument. Appendix B offers graphs comparing placement, transfer, and average salaries of 1996, 1997, and 1998 graduates in Business & Commerce, Computer Science, Engineering & Technologies, Health & Paramedical, Public Service Technologies, and General Programs. Appendix C provides a summary comparison of 1996, 1997, and 1998 graduates; including number of graduates at specific local four-year institutions. (RDG)

ED 440 691   JC 000 309
Annual Report, 1998-99 [and] Annual Plan, 1999-2000.
Southeast Community Coll., Cumberland, KY.
Pub Date—1999-00-00
Note—270p.
Pub Type— Reports - Descriptive (141)
EDRS Price – MF01/PC11 Plus Postage.
Descriptors—Administration, Annual Reports, College Planning, Community Colleges, Enrollment, Institutional Research, *Organizational Objectives, Program Evaluation, *Strategic Planning, Two Year Colleges
Identifiers—Southeast Community College KY
   This compilation of reports from Southeast Community College in Kentucky includes the 1998-99 Annual Report, the 1997-98 Enrollment Report, the 1999-2000 Annual Plan, and Action Strategies for 1999-2000. Sections include: (1) Message from the president (cover letter, mission statement, and vision statement); (2) Annual report 1998-1999 (brief status reports on 22 numbered items from the 1998-1999 annual plan and updates to action strategies on 12 goals from 1998-1999); (3) Annual enrollment report 1998-1999 (data on student enrollment, demographics, enrollment trends, and results of 1999 exit survey of graduates); (4) Annual plan 1999-2000, (16 goals); (5) Action strategies for 1999-2000 (goals and strategies for the following college programs and services: administration, Appalachian Program, biological sciences & related technologies, business affairs, community & business development, communications, humanities and fine arts, library services, physical sciences & related technologies, social sciences & related technologies, and student services). Appended are the 1997-2000 Strategic Plan, which offers the college's vision statement, institutional goals, and strategic indicators; and the 1998-99 Institutional Effectiveness Plan, which focuses on the following six areas: basic skills, transfer, AAS and technical programs, community and business development, access, and academic program outcomes. (RDG)

ED 440 692   JC 000 310
Graduate Follow-Up Report, 1998-99.
Wisconsin Technical Coll. System Board, Madison.
Pub Date—1999-04-00
Note—33p.
Pub Type— Numerical/Quantitative Data (110) — Reports - Research (143)
EDRS Price – MF01/PC02 Plus Postage.
Descriptors—Annual Reports, *College Graduates, Graduate Surveys, Institutional Research, Job Placement, Program Evaluation, *Student Attitudes, Tables (Data), Technical Education,

*Technical Institutes, Two Year Colleges, Vocational Education, *Vocational Followup

Identifiers—*Wisconsin Technical College System

The Graduate Follow-Up Survey is conducted annually to gather data regarding the activities and perceptions of students approximately six months after their graduation from Wisconsin's 16 technical colleges. The objectives of the survey are to identify the current activities of program graduates, to determine the extent to which current activities are related to the educational programs, to provide information to be used as tools in career awareness and planning efforts, and to provide data to facilitate program planning, evaluation, and development. In 1999, a total of 15,365 graduates were surveyed and 11,538 responded, for a response rate of 75 percent. Ninety-six percent of respondents were employed and four percent were seeking employment. Ninety-seven percent of respondents indicated that they were very satisfied or satisfied with training received at the colleges, and 83 percent of those employed indicated that their job is related to training received. The median annual salary for all respondents was $24,594. Key tables and figures include: (1) Demographic Data; (2) Reason for attending; (3) Satisfaction with Training; (4) Employment Status; (5) Employment Location; (6) Employment Related to Training by Instructional Division; (7) Median Annual Salaries by Instructional Division; and (8) Follow-Up Data by Program. The survey instrument is appended. (RDG)

ED 440 693   JC 000 311

Actual Cost Allocation Summary, 1998-99.

Wisconsin Technical Coll. System Board, Madison.

Pub Date—2000-00-00

Note—56p.

Pub Type— Numerical/Quantitative Data (110)

EDRS Price – MF01/PC03 Plus Postage.

Descriptors—Annual Reports, *Budgets, *Educational Finance, Enrollment, Institutional Research, *Operating Expenses, *Resource Allocation, Tables (Data), Technical Education, *Technical Institutes, Two Year Colleges, Vocational Education

Identifiers—*Wisconsin Technical College System

This report contains budgetary and financial information from Wisconsin's 16 technical colleges for the 1998-99 fiscal year. During this fiscal year, the Technical College System enrolled 442,274 students by headcount and 57,667 FTE students. The total operational cost was $604 million with an average cost per student of $1,366 and an average cost per FTE student of $10,475. Tables summarizing system wide data include: (1) operational costs and total budget; (2) total expenditures and revenues; (3) staff analysis; (4) materials fees and FTE students; (5) statewide costs and FTE enrollment by college; and (6) statewide costs per FTE by aid category. Tables summarizing costs per FTE by college include: (1) college parallel; (2) associate degree; (3) technical diploma; (4) vocational-adult; (5) nonpostsecondary; (6) community services; and (7) total. Tables summarize data in terms of FTE students and costs by college for the following divisions: (1) agriculture; (2) business; (3) graphics; (4) home economics; (5) industrial; (6) service and health; (7) technical; (8) television; (9) general education; and (10) total. Tables and figures summarizing enrollment: (1) FTE enrollment and operational cost percentages; (2) cost ratios per FTE students; and (3) FTE student enrollment percentages. (RDG)

ED 440 694   JC 000 312

WTCS Facts.

Wisconsin Technical Coll. System Board, Madison.

Pub Date—2000-04-00

Note—27p.

Pub Type— Numerical/Quantitative Data (110)

EDRS Price – MF01/PC02 Plus Postage.

Descriptors—*Budgets, *Educational Finance, *Enrollment, Institutional Research, *Personnel Data, Resource Allocation, Student Characteristics, Tables (Data), Technical Education,

*Technical Institutes, Two Year Colleges, Vocational Education

Identifiers—Wisconsin Technical College System

This report summarizes enrollment, financing, programs, and staff data in the 16 colleges of the Wisconsin Technical College System. Total headcount enrollment for fiscal year 1998-99 was 442,274 and total FTE enrollment was 57,667. During this fiscal year, 15,365 degrees and diplomas were awarded. Total operational cost was $604 million. The WTCS offered 1,024 programs and employed 9,737 staff equivalents. Many of the data summaries include ten-year trends. Tables summarizing enrollment include: (1) headcount enrollment by aid category; (2) FTE enrollment by aid category; (3) enrollment by sex and ethnicity; (4) special needs enrollments; (5) graduates by aid category; and (6) graduate employment status. Tables summarizing financing include: (1) operational cost by aid category; (2) revenues; (3) general state aid to colleges; (4) mill rates, tax levies, and property values; (5) program fees and out-of-state tuition; and (6) customized instruction and technical assistance contracts. Tables summarizing programs include: (1) programs offered by division; (2) college parallel program; and (3) basic skills and remedial instruction courses. Other tables and figures are: staff equivalents, campus locations, and statewide map. (RDG)

ED 440 695   JC 000 313

Brewer, Dominic J.

How Do Community College Faculty View Institutional Mission? An Analysis of National Survey Data.

Columbia Univ., New York, NY. Community Coll. Research Center.

Spons Agency—Alfred P. Sloan Foundation, New York, NY.

Pub Date—1999-04-00

Note—36p.

Pub Type— Numerical/Quantitative Data (110) — Reports - Research (143)

EDRS Price – MF01/PC02 Plus Postage.

Descriptors—*College Faculty, *Community Colleges, Educational Change, Faculty College Relationship, *Institutional Mission, National Surveys, Strategic Planning, Tables (Data), *Teacher Attitudes, *Teacher Surveys, Two Year Colleges

Identifiers—Columbia University NY

Two-year colleges are complex institutions offering a multitude of courses, programs, and degrees. Existence of such diverse programs and various missions is the focus of extensive debate. Some argue that multiple offerings improve educational opportunities for students, while others suggest that multiple missions and activities lead to a lack of clear purpose and less-effective institutions. This study presents the results of a national survey of 1,725 community college faculty in 92 institutions. The respondents were asked about their views of institutional missions and future directions of their institutions. Responses suggest a number of problems as community colleges continue to expand programs, particularly community service and non-credit activities. Many faculty members are not supportive of continuing expansion of non-credit activities and basic and remedial education. The marginalization of these activities, with respect to traditional academic and vocational missions, may lead to increasing disputes over resource allocation. This survey lends support to the idea that faculty operate as independent islands, with relatively little intercommunication. Given changing student demographics, the demand for non-credit activities will likely grow, and colleges should figure out ways to integrate faculty into these efforts. Sections include: (1) Introduction and Motivation; (2) Faculty and the Evolving Mission of Community Colleges; (3) Date; (4) Analysis; and (5) Concluding Thoughts. (Contains 12 tables and 21 references.) (RDG)

ED 440 696   JC 000 314

Academic Crossover Study, University of Hawaii Community Colleges, Fall 1999.

Hawaii Univ., Honolulu. Office of the Chancellor

for Community Colleges.

Pub Date—1999-12-00

Note—75p.

Available from—For full text: http://www.hawaii.edu/iro/maps.htm.

Pub Type— Numerical/Quantitative Data (110) — Reports - Descriptive (141)

EDRS Price – MF01/PC03 Plus Postage.

Descriptors—College Attendance, College Programs, *Community Colleges, *Course Selection (Students), *Credits, *Enrollment, Enrollment Influences, Statewide Planning, Tables (Data), Two Year College Students, Two Year Colleges, Vocational Education

Identifiers—University of Hawaii Community College System

The academic crossover study was developed to answer two questions: (1) What is the course-taking pattern of the different groups of academic majors? (e.g. what is proportion of academic load taken outside the major); and (2) What is the client-serving pattern of the different subject disciplines? (e.g. what are the groups of students served by the departments). The data indicated that course-taking and client-serving patterns have generally remained stable over the past five years. Liberal arts majors took 91 percent of their course work in general education; vocational majors took 78 percent in vocational courses; and other or unclassified students took 77 percent in general education. Liberal arts majors comprised the majority of student hours in general education courses (73 percent), and vocational students were the majority in vocational courses (78 percent). Across campuses, general education accounted for 70 percent of student hours. Data presented include: (1) student semester hours by educational objective; and (2) student semester hours by major. Both types of data are presented for the entire system as well as for each individual campus: Hawaii Community College, Honolulu Community College, Kapi'olani Community College, Kauai Community College, Leeward Community College, Maui Community College, and Windward Community College. (Appended are: fall 1999 crossover major groupings; student semester hours by Uh Hilo and Hawaii Community College students at west Hawaii site.) (RDG)

ED 440 697   JC 000 315

Robillard, Douglas, Jr., Ed.

Dimensions of Managing Academic Affairs in the Community College. New Directions for Community Colleges, Number 109. The Jossey-Bass Higher and Adult Education Series.

ERIC Clearinghouse for Community Colleges, Los Angeles, CA.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—ISBN-0-7879-5369-5; ISSN-0194-3081

Pub Date—2000-00-00

Contract—ED-99-CO-0010

Note—103p.; Published quarterly.

Available from—Jossey-Bass Inc., Publishers, 350 Sansome St., San Francisco, CA 94104-1342 ($60, individuals; $107, institutions, agencies, and libraries). Tel: 888-378-2537 (Toll Free).

Journal Cit—New Directions for Community Colleges; v28 n1 Spr 2000

Pub Type— Collected Works - Serials (022) — ERIC Publications (071)

EDRS Price – MF01/PC05 Plus Postage.

Descriptors—*Academic Deans, *Administrator Responsibility, *Administrator Role, *College Administration, *Community Colleges, Instructional Leadership, Leadership Responsibility, Leadership Training, *Management Development, Two Year Colleges

This volume of New Directions for Community Colleges contains the following articles: (1) "Toward a Definition of Deaning," by Douglas Robillard, Jr.; (2) "The Dean as Chief Academic Officer," by John Stuart Erwin; (3) "The Dean and the Faculty," by Hans A. Andrews; (4) "The Dean and the President," by Hans J. Kuss; (5) "Aspects of Difficult Decisions," by George L. Findlen; (6) "Conflict: The Skeleton in Academe's Closet," by Rose Ann Findlen; (7) "Academic Economics: The

Academic Dean and Financial Management," by Susan A. McBride; (8) "Community College Alchemists: Turning Data into Information," by George H. Johnston and Sharon A. R. Kristovich; (9) "Preparing Community College Deans To Lead Change," by Debra D. Bragg; and (10) "A Dean's Survival Tool Kit," by George L. Findlen. This issue presents a variety of perspectives on how the chief academic officer (CAO) can not only survive but excel under the crushing number of tasks they need to perform. The journal is divided into several distinct units: establishing the CAO or dean's role in the community college context, examining the day-to-day issues that arise in the management of academic affairs, discussing aspects of budgetary and data management, and looking at issues of professional development for deans. (VWC)

ED 440 698   JC 000 326

Student Aid Handbook, 1998-1999: Journey to a Successful Future...
Alaska State Commission on Postsecondary Education, Juneau.
Pub Date—1998-00-00
Note—33p.
Available   from—For   full   text: http://www.state.ak.us/acpe.
Pub Type— Guides - Non-Classroom (055)
EDRS Price – MF01/PC02 Plus Postage.
Descriptors—*College Bound Students, *College Choice, Educational Finance, Federal Programs, Financial Support, Higher Education, Job Placement, Paying for College, *Student Financial Aid, *Student Loan Programs
Identifiers—*Alaska
  This Student Aid Handbook presents suggestions for prospective applicants to consider when choosing a college or university which bet meets the candidate's needs and goals. The Handbook describes four areas to consider and related questions when researching a field of study or school: national accreditation or state authorizations, courses, costs, and placement assistance. It details state loan and grant programs such as the: Alaska Student Loan (ASL) Program, loans for full-time study, loans for half-time study, Alaska Family Education Loan (FEL) Program, Alaska Teacher Scholarship Loan Program, A. W. "Winn" Brindle Memorial Loan, WICHE Western Regional Graduate Program, Western Undergraduate Exchange (WUE) Program, and WAMI Medical Education Program. This handbook also discusses the details of federal financial aid programs such as the: Federal Pell Grant, Federal Supplemental Educational Opportunity Grant, Federal Work Study, Federal Perkins Loan, Federal Stafford Student Loan, Federal PLUS Loan, and Bureau of Indian Affairs (BIA) Grant Programs. It concludes with a list of educational resources that provide services which improve access to postsecondary education and training opportunities. (Contains 17 resources.) (VWC)

ED 440 699   JC 000 330

Moon, Brenda G. Boland, Reginald
Helping Students Take Control: A Model of Advising. Student Success Center.
Rowan-Cabarrus Community Coll., Salisbury, NC.
Pub Date—1999-09-00
Note—58p.
Pub Type— Collected Works - General (020)
EDRS Price – MF01/PC03 Plus Postage.
Descriptors—*Academic Achievement, *Academic Advising, College Role, Community Colleges, Guidance Programs, *School Counseling, School Counselors, *Student College Relationship, *Student Educational Objectives, Two Year Colleges
  This handbook presents Rowan-Cabarrus Community College's (North Carolina) model of academic advising as embodied by its Student Success Center. Divided into seven parts, this handbook contains the following sections: a mission statement, Early Alert forms, evaluation tool, forms section, organizational chart of pre-college program, brochure, and a Web pages list. The mission of the college's Student Success Center is to provide all entering students enrolled in the Step Ahead pro-

gram with services that will help them attain career and life goals. This goal is achieved through improved academic advising and mentoring by dedicated, specially trained advisors. Advisors will provide appropriate academic placement, help identify suitable academic support services, and assist in the students' smooth transition into chosen academic programs. The faculty and staff are dedicated to providing the time and effort to advise and counsel students on academic and career paths that appear to be in their best interest. Student development, growth, and maturity should be the result of the advising program. This handbook also describes useful resources provided by the Student Success Center, including academic policies and procedures, advisor's role and responsibilities, learning resource center, writing resource center, and math tutoring-preparation for placement testing. (VWC)

ED 440 700   JC 000 331

First Annual Progress Report, 1997-1998. Dalton College Strategic Plan, 1997-2000.
Dalton College, GA. Office of Institutional Research and Planning.
Pub Date—1998-08-00
Note—45p.; Final appendix is missing.
Pub Type— Reports - Descriptive (141)
EDRS Price – MF01/PC02 Plus Postage.
Descriptors—Annual Reports, Community Colleges, *Educational Assessment, *Educational Objectives, Educational Planning, Higher Education, Institutional Role, Instructional Effectiveness, *Outcomes of Education
Identifiers—*Dalton State College GA
  This document is the first annual progress report for 1997-1998 of Dalton College's Strategic Plan for 1997-2000. It contains the following elements: (1) message from the president; (2) executive summary; (3) institutional profile, including students, faculty and curriculum, academic programs, and facilities; (4) mission statement; (5) planning priorities, goals, and progress achieved, which include commitment to excellence, commitment to teaching and learning, emphasis on high quality general education program, commitment to public service, commitment to scholarship for instructional effectiveness, supportive campus climate, campus diversity in faculty, staff, students, and programs, advancing educational purposes through technology, and developing collaborative relationships; and (6) institutional effectiveness. After the first year of implementation, the majority (83%) of the proposed action plans have been completed or are under way. Among the major accomplishments included are: the development and implementation of a new Strategic Plan for 1997-2000; increased press releases to enhance visibility of College programs and activities; substantial improvements in technological equipment available to faculty, staff, and students; successful conversion to the semester calendar; and increased tutorial services for students. The appendices include: a summary of 1997-1998 planning priorities and goals by core purposes; structure of the planning process at Dalton College; the Dalton College planning committee members list; and annual planning cycle. (VWC)

ED 440 701   JC 000 332

Implementation Plan for 1998-1999. Dalton State College Strategic Plan, 1997-2000.
Dalton College, GA. Office of Institutional Research and Planning.
Pub Date—1998-10-00
Note—142p.
Pub Type— Reports - Descriptive (141)
EDRS Price – MF01/PC06 Plus Postage.
Descriptors—Annual Reports, College Administration, *College Planning, *Educational Objectives, Educational Planning, Higher Education, Institutional Role, Strategic Planning
Identifiers—*Dalton State College GA
  This document presents the second-year implementation plans for 1998-1999 of Dalton State College's Strategic Plan for 1997-2000. It contains the following planning priorities and action plans for the roles of the: President; Office of Institutional Research and Planning; Office of Public Relations; Dean of Academic Affairs; Division of Business

Administration and Social Sciences; Developmental Studies; Department of Health, Physical Education, and Recreation; Division of Humanities; Division of Natural Sciences and Mathematics; Division of Nursing; Division of Technical Education; Department of Adult Literacy; Center for Continuing Education; Darrell C. Roberts Library; Admissions; Registrar; Computing and Information Services; Comptroller (Incorporating Departments of Plant Operations and Public Safety); and Dean of Student Affairs, which includes the Academic and Career Enhancement Center, Financial Aid and Veterans Services, Student Activities, and Community Ambassadors of Dalton State College. Appendices include the following items: core purposes, planning priorities, and goals for 1997-2000 and a summary of planning priorities and goals for 1998-1999, which includes commitment to excellence, commitment to teaching and learning, emphasis on high quality general education program, commitment to public service, commitment to scholarship for instructional effectiveness, supportive campus climate, campus diversity in faculty, staff, students, and programs, advancing educational purposes through technology, and developing collaborative relationships; and institutional effectiveness. (VWC)

ED 440 702   JC 000 333

Windham, Patricia
Florida Associate of Arts Graduates' Follow-Up Outcomes.
Florida State Board of Community Colleges, Tallahassee.
Pub Date—1996-07-00
Note—17p.
Pub Type— Numerical/Quantitative Data (110)
EDRS Price – MF01/PC01 Plus Postage.
Descriptors—*Associate Degrees, *Community Colleges, Educational Assessment, Educational Trends, Followup Studies, *Outcomes of Education, *State Colleges, Statistical Data, *Student Characteristics, Tables (Data), Two Year Colleges
Identifiers—*Florida
  This document presents the Florida Associate of Arts (AA) Graduates' Follow-Up Outcomes. The total number of AA graduates has increased by 6.6% between 1990-91 and 1993-94. This increase was not consistent among the three major ethnic groups: Blacks, Whites, and Hispanics. The largest percentage increase was for blacks. Female graduates increased faster than males in both number and percent. The patterns of change in female graduates among the three major ethnic groups were varied. Among males, only blacks steadily increased for the three years, from 412 to 538 or 30.6%. These graduates were followed up by the Florida Education Training and Placement Information Program. The possible outcomes for graduates were continuing education in a public or private university, a community college or a Division of Public Schools institution such as a technical center, employment, or unemployment. The possible continuing education outcomes were combined into university and other. A graduate was classified in only one category with priority being given to continuing education. The overall percentage of students continuing their education declined slightly from 75 to 72. These same patterns were found in female and male outcomes. Black females were the only group that increased their continuing education percentage. (Contains graphs of these outcomes.) (VWC)

ED 440 703   JC 000 334

Windham, Patricia
Florida Vocational Graduates' Follow-Up Outcomes.
Florida State Board of Community Colleges, Tallahassee.
Pub Date—1996-07-00
Note—17p.
Pub Type— Numerical/Quantitative Data (110)
EDRS Price – MF01/PC01 Plus Postage.
Descriptors—*Community Colleges, Educational Assessment, *Employment, Graduate Surveys, Outcomes of Education, *State Colleges, Sta-

tistical Data, Two Year Colleges, *Vocational Education, *Vocational Followup

Identifiers—*Florida

This document presents the Florida Vocational Graduates' Follow-Up Outcomes, which include Associate in Science, College Credit Certificates, and Vocational Credit Certificates. The total number of vocational graduates increased by 27.9% between 1990-91 and 1993-94. Females experienced greater increases than males both in terms of percents and numbers. Most of the numeric gain was for white females. Hispanic females exhibited the highest percentage change. The overall change for males was 25.4%. There was more variation in the percentage changes among the ethnic groups for males than for females. Once vocational students have graduated, they are tracked via the Florida Education Training and Placement Information Program for one of four possible outcomes. During the four years displayed in the charts, 59-63% of all graduates were employed in their field of study. An additional 7% were working, but were not employed in the field for which they were trained. Ten to 12% were continuing their education, and 20-23% were not found. The percentage employed in their field tended to be higher for Whites than for either Blacks or Hispanics, while the percentage for Blacks tended to be higher than for Hispanics. However, more Hispanics were continuing their education than blacks, and more blacks were continuing their education than whites. These same relationships were found for both males and females. (VWC)

ED 440 704 JC 000 335

Windham, Patricia

FETPIP Follow-Up Study.

Florida State Board of Community Colleges, Tallahassee.

Pub Date—1996-09-00

Note—17p.

EDRS Price – MF01/PC01 Plus Postage.

Descriptors—*Associate Degrees, Bachelors Degrees, *Community Colleges, *Employment, Followup Studies, *Outcomes of Education, Salaries, *State Colleges, Statistical Data, Tables (Data), Two Year Colleges

Identifiers—*Education and Training Placement Info Prog FL

This document presents the Florida Education Training Placement Information Program follow-up studies on various groups of students. A 1993-94 study on initial quarterly earnings upon degree completion indicated that community college Associate in Science (AS) degree students earned more than bachelor degree students. This finding led to a more detailed comparison of the employment history of students who had graduated in 1990-91. It is anticipated that continued longitudinal analysis will see the bachelor's degree graduates overtake the AS degree students. A higher percentage of community college certificate and AS degree students was found employed in Florida than any other group. The college Associate of Arts graduates were the only group with any type of postsecondary education that increased in percent found employed. The societal benefits of continuing in education are dramatically illustrated in the results of matching graduate data with that of HRS and the Department of Correction (DOC). Results of matching DOC data followed the same pattern at a much lower level. Graphs indicating the results for each group are attached: initial quarterly earnings upon completion among 1993-94 graduates/completers working full time; and average full quarter earnings for Florida graduates found working in Florida, percent of Florida graduates found employed in Florida, percent of Florida graduates found continuing education in Florida, and percent of Florida graduates receiving public assistance in Florida by level of education (1990-91 cohort). (VWC)

ED 440 705 JC 000 336

Windham, Patricia

College Preparatory Success Rate Report.

Florida State Board of Community Colleges, Tal-

lahassee.

Report No. —FSBCC-DT-04

Pub Date—1996-12-20

Note—13p.

Pub Type— Reports - Research (143)

EDRS Price – MF01/PC01 Plus Postage.

Descriptors—*Academic Achievement, Age Differences, *Community Colleges, Followup Studies, *Outcomes of Education, Remedial Instruction, School Holding Power, *State Colleges, Student Characteristics, *Student Placement, Tables (Data), Two Year Colleges

Identifiers—*Florida

This document presents the college preparatory success rate report for Florida community colleges on first-time-in-college students who took an entry-level placement test (ELT) in reading, writing, and math in fall 1992. It divides the cohort into groups based on gender and age. The entire cohort had a failure rate of 59.44% on at least one section of the ELT. There was an almost direct relationship between failure rate and age. Those students at 16 and under had the lowest failure rate. The highest failure rate was for those students 40 and over. The overall rate of passing the highest level course for the three sections varied considerably. Among groups, there was more variation for reading than for the other two sections. The overall failure rate of females was 61% while that of males was 57%. However, females were more successful in completing college preparatory classes. Students who were successful in their college preparatory courses were tracked an additional two years: 21% of the total cohort had graduated; 63% were retained; and 80% were successful. The highest graduation rate was for those 40 and over. The graduation rate of females was three points higher than that of males. Retention and success rates were also higher. (Includes four tables of these results.) (VWC)

ED 440 706 JC 000 337

Windham, Patricia

Repeated Course Enrollments.

Florida State Board of Community Colleges, Tallahassee.

Report No. —FSBCC-DT-06

Pub Date—1997-04-15

Note—9p.

Pub Type— Numerical/Quantitative Data (110) — Reports - Research (143)

EDRS Price – MF01/PC01 Plus Postage.

Descriptors—College Credits, *Community Colleges, *Course Selection (Students), *Enrollment, Enrollment Influences, *Outcomes of Education, *State Colleges, *Student Characteristics, Tables (Data), Two Year Colleges

Identifiers—*Florida

This report resents tables of repeated course enrollment data in Florida community colleges for the fall 1993 cohort. Overall, the percent of repeats in college preparatory courses was greater than that of college credit courses. Within ICS codes, the highest percentage of credit repeat enrollments was in mathematics; the second highest was in letters. The four major ethnic groups—white, black, Hispanic, and "other"—are also compared. They were very similar in their patterns of repeating courses with no more than five percentage points difference in the percent of courses taken the first time. This same relationship held for college preparatory courses. Hispanics and "others" had an average of almost three more credit courses after three years than either whites or blacks. Based upon this analysis, the major ethnic groups among community college students are moving through the system with a fairly similar pattern of course repetition. Overall, about one in five college preparatory enrollments are course repeats. That proportion decreases to slightly over one in ten for credit enrollments. However, the pace of progression toward an award is basically half-time or less with the average number of courses per group ranging from 15.0 to 11.5 for the three-year tracking period. Most repeats are in the required areas of mathematics and English. (VWC)

ED 440 707 JC 000 338

Windham, Patricia

Grades in Selected First-Year Courses by ELT Status.

Florida State Board of Community Colleges, Tallahassee.

Pub Date—1997-02-28

Note—31p.

Pub Type— Numerical/Quantitative Data (110) — Reports - Research (143)

EDRS Price – MF01/PC02 Plus Postage.

Descriptors—Academic Achievement, *Community Colleges, *Enrollment Trends, Followup Studies, *Grades (Scholastic), *Outcomes of Education, *State Colleges, Statistical Data, Student Characteristics, *Student Placement, Tables (Data), Two Year Colleges

Identifiers—*Florida

This report presents tables of grades in selected first-year courses by entry-level placement test (ELT) status in Florida community colleges. The cohort used in this analysis consisted of the fall 1993 students with ELT scores as reported in the 1993-94 Student Data Base (SDB). Students who took an ELT were divided into those who passed and those who failed. The entire cohort was matched against the SDB course records for 1993-94 through 1995-96. The courses selected consisted of all courses that began with MAT1, MAC1, or ENC1. The study assumed that students enrolling in this level course had completed the highest level college preparatory course in the area. The fall 1993 cohort passed the mathematics portion of the ELT at a rate of 48%. By the end of the 1995-96 reporting year, 81% of those students who passed had enrolled in either a MAT1 or MAC1 course, while only 37% of those who failed had done so. The percent of students passing the writing segment of the ELT was 70%. After three years of follow-up, 85% of those initially passing had enrolled in ENC1 level courses, while only 53% of those initially failing had done so. The reading section of the ELT was passed at a rate of 73%. By the end of the 1995-96 reporting years, 82% of the Pass group had enrolled in ENC1 courses, while 59% of the Fail group had done so. (VWC)

ED 440 708 JC 000 340

Windham, Patricia

Outcomes: A Longitudinal Look at the Class of Fall 1993. Florida Community College System: Putting Minds To Work.

Florida State Board of Community Colleges, Tallahassee.

Report No. —FSBCC-DT-13

Pub Date—1999-09-15

Note—12p.

Pub Type— Reports - Research (143)

EDRS Price – MF01/PC01 Plus Postage.

Descriptors—*Community Colleges, *Educational Attainment, *Employment, Longitudinal Studies, *Outcomes of Education, Remedial Programs, *Student Educational Objectives, Tables (Data), *Transfer Rates (College), Transfer Students, Two Year College Students, Two Year Colleges

Identifiers—*Florida

This study presents the results of a five-year longitudinal study of students in the Florida Community College System (FCCS). First-time entering students in fall 1993 were tracked through spring 1998. The study examined the numbers of students who earned awards, transferred to the state university system, remained enrolled in FCCS, and were employed in 1998. The 49,005 entering 1993 students were classified into five groups: degree seeking (77.1%), certificate seeking (7.7%), adult high school diploma (0.1%), no formal award (10.0%), and other (5.2%). By the end of the tracking period, the overall rate of earned degrees was 20.6 percent. The degree rates within categories were 21.8 percent for Associate of Arts (A.A.) degree-seeking students, 16.3 percent for Associate of Science (A.S.) degree-seeking students, 34.2 percent for certificate-seeking students, and 43.9 percent for high school diploma-seeking students. The overall transfer rate to state universities was 12.7 percent, mostly comprised of A.A.- and A.S.-seeking students. Approximately one-fourth of the 1993 cohort

was still enrolled in FCCS in 1998, and the rate of employment for the cohort groups ranged from 56.1 percent to 65.9 percent. The outcomes of remedial students were related to number and type of subject area deficiencies in reading, writing, or math. (RDG)

ED 440 709   JC 000 341

Comparison of Graduation Rates for Scholarship Athletes and All Students by Gender, Race, and Sport.

Oklahoma State Regents for Higher Education, Oklahoma City.

Pub Date—1999-01-00

Note—90p.

Pub Type— Numerical/Quantitative Data (110) — Reports - Research (143)

EDRS Price – MF01/PC04 Plus Postage.

Descriptors—*Athletes, *College Athletics, Community Colleges, *Educational Attainment, Ethnicity, *Graduation, Higher Education, *Outcomes of Education, Sex, State Universities, Student Characteristics, Tables (Data)

Identifiers—*Oklahoma

This report describes graduation rates for scholarship athletes in Oklahoma higher education institutions in eleven sports. It includes six-year graduation rates for fall 1991 first-time baccalaureate degree-seeking freshmen and three-year graduation rates for fall 1994 first-time freshmen seeking associate degrees. Institutions are grouped into three categories: comprehensive universities, regional universities, and two-year colleges. Comparisons to the three previous years are also included. For comprehensive universities, graduation rates for all students between 1994-1997 have increased from 40.9 to 50.7 percent and from 38.8 to 47.6 percent for athletes. For regional universities, the graduation rate for all students increased from 30.6 to 32.2 percent while the rate for athletes decreased from 40.5 to 38.1 percent. At two-year colleges, the graduation rate for all students decreased from 16.2 to 15.1 percent while the rate for athletes increased from 31.3 to 33.5 percent. Male athletes graduated at higher rates than the male students at the regional universities and two-year colleges. Female athletes graduated at higher rates than the female student population in all three institutional types. African-American athletes graduated at similar or higher rates than the African-American student population in the comprehensive universities and the two-year colleges. Caucasian athletes graduated at higher rates than the Caucasian student population at the regional universities and two-year colleges. Data are also listed by sport and institution. (Contains 32 tables. House Bill 1502 is appended.) (RDG)

ED 440 710   JC 000 342

Windham, Patricia

Graduation and Transfer Rate by ELT Status.

Florida State Board of Community Colleges, Tallahassee.

Report No. —FSBCC-DT-07

Pub Date—1997-05-27

Note—15p.

Pub Type— Numerical/Quantitative Data (110) — Reports - Research (143)

EDRS Price – MF01/PC01 Plus Postage.

Descriptors—Associate Degrees, *College Transfer Students, *Community Colleges, *Data Collection, Graduates, Higher Education, *State Colleges, *State Universities, *Student Educational Objectives, Student Evaluation, Student Placement

Identifiers—*Florida

As part of the Master Plan data gathering process, Florida's Postsecondary Education Planning Commission requested that the State Board of Community Colleges (SBCC) develop estimates of Associate of Art (AA) graduation rate and student transfer rate from the Community College System (CCS) to the State University System (SUS). The SBCC developed a cohort for this purpose that was defined as the fall 1991 first-time-in-college students who had an initial intent of pursuing the AA degree, had a final college assigned program code of AA, and had complete Entry Level Placement Test scores on the fall 1991 Student Data Base. The

system-level results were a 24% AA graduation rate and a 26% transfer rate. The next step was to divide the cohort into groups based upon the results of the Entry Level Placement Test. There was a direct relation between the number of subtests failed and the AA graduation and transfer rates. A third aspect of this study was to define a cohort of students who would have been able to start their collegiate careers in the SUS, but entered the CCS instead. There is a direct relationship between SAT scores as grouped for this study and degrees earned and transfers. Finally, this study looks at the relationship between the areas failed and graduation and transfer rates. Based upon this cohort, it would appear that concentrating on improving mathematical skills would produce the largest increases in graduation and transfer rates. (VWC)

ED 440 711   JC 000 344

Windham, Patricia

Changes in Employment: Executive, Administrative and Managerial (EAM), Fall 1995 to Fall 1999. Florida Community College System: Putting Minds To Work.

Florida State Board of Community Colleges, Tallahassee.

Report No. —FSBCC-DT-18

Pub Date—2000-03-10

Note—19p.

Pub Type— Numerical/Quantitative Data (110)

EDRS Price – MF01/PC01 Plus Postage.

Descriptors—Administrator Characteristics, *Administrators, Annual Reports, *Community Colleges, *Diversity (Institutional), *Employment Statistics, Ethnicity, Institutional Research, Personnel Data, Sex, Statewide Planning, Tables (Data), Two Year Colleges

Identifiers—*Florida Community College System

This report contains employment data for executive, administrative, and managerial (EAM) staff in the Florida Community College System (FCCS). EAM includes all persons who exercise primary college-wide responsibility for the management of an institution. Between fall 1995 and fall 1999, the number of EAMs has increased from 515 to 629, a gain of 22 percent. Much of this increase reflects the development and expansion of programs, especially in the area of workforce development. Whites increased from 424 to 502, a gain of eighteen percent. Blacks increased from 67 to 76, a gain of thirteen percent. Hispanics increased from 23 to 44, a gain of ninety-one percent. Minorities increased from 17.7 percent of EAMs in 1995 to 20.2 percent in 1999. During this time, the percentage of females increased thirty-one percent versus sixteen percent for males. Females in 1995 comprised 39.2 percent of EAMs and 42.3 percent in 1999. Contains 8 tables: (1) System totals 1995-1999; (2) Black EAMs; (3) Hispanic EAMs; (4) Other EAMs; (5) White EAMs; (6) Male EAMs; (7) Female EAMs; and (8) Total EAMs. (RDG)

ED 440 712   JC 000 345

Windham, Patricia

Changes in Full Time Faculty, Fall 1994 to Fall 1998. Florida Community College System: Putting Minds To Work.

Florida State Board of Community Colleges, Tallahassee.

Report No. —FSBCC-DT-14

Pub Date—1999-11-01

Note—34p.

Pub Type— Numerical/Quantitative Data (110) — Reports - Descriptive (141)

EDRS Price – MF01/PC02 Plus Postage.

Descriptors—*College Faculty, *Community Colleges, *Diversity (Faculty), *Employment Statistics, Ethnicity, Institutional Research, Personnel Data, Sex, Statewide Planning, Tables (Data), *Teachers, Tenure, Two Year Colleges

Identifiers—*Florida Community College System

The purpose of this study was to investigate changes in full-time faculty at the Florida Community College System (FCCS) between 1994 and 1998. During this period, the number of headcount students served by the FCCS declined. The total number of instructional faculty declined from 4,743 in 1994 to 4,586 in 1998, a drop of 3 percent. The

number of male instructors declined eight percent and the number of female instructors increased by two percent. By fall 1998, the male/female ratio had changed from 52.5%/47.5% to 50.1%/49.9%. The number of black instructors declined from 463 to 437, a drop of six percent. Hispanic instructors increased from 267 to 290, a gain of nine percent. Instructors classified as "other," including Asians and Native Americans, increased by eleven percent. There was a larger decline in continuing contract faculty than in faculty as a whole. (Contains 15 tables. Tables present data for total instructional faculty and faculty on continuing contract by ethnicity (White, Black, Hispanic, and Other) and gender). (RDG)

ED 440 713   JC 000 346

Windham, Patricia

Fast Facts 1-25. Florida Community College System: Putting Minds To Work.

Florida State Board of Community Colleges, Tallahassee.

Pub Date—1999-09-28

Note—44p.

Pub Type— Collected Works - General (020) — Reports - Descriptive (141)

EDRS Price – MF01/PC02 Plus Postage.

Descriptors—Academic Achievement, *Community Colleges, Degrees (Academic), *Institutional Advancement, *Institutional Characteristics, *Institutional Research, Outcomes of Education, Statewide Planning, *Student Characteristics, *Two Year College Students, Two Year Colleges

Identifiers—*Florida Community College System

This report contains 25 facts on the Florida Community College System (FCCS). The facts are designed to provide information on a given topic in a concise format. Each one- to two-page description contains a summary as well as relevant data, statistics, or tables. The following issues are addressed: (1) FCCS continues to produce more completers; (2) Dual enrollment is alive and well in the FCCS; (3) Many teachers get their start in the FCCS; (4) Federal financial aid and Florida's college preparatory students; (5) Highlights of national look at community colleges; (6) How many community college graduates will you meet today?; (7) Who will train the labor force of 2006?; (8) Transfer behavior; (9) Community colleges continue to improve; (10) Florida's comprehensive community college system; (11) Hot careers; (12) Community colleges = success; (13) FCCS leads the nation in degree production; (14) Where have all the males gone?; (15) FCCS College Preparatory program; (16) Isn't it nice to be a leader?; (17) Minorities continue to increase award share; (18) How long does it take to get an Associate of Arts degree?; (19) We are not producing widgets here; (20) Community colleges—part of the solution; (21) Community college physics; (22) Employment and postsecondary persistence and attainment; (23) Black students and the FCCS; (24) Income trends and the impact of an associate degree; and (25) Literacy: helping families now and in the future. (RDG)

ED 440 714   JC 000 347

St. Petersburg Junior College Fact Book, 1999-2000.

Saint Petersburg Junior Coll., FL. Office of Institutional Research.

Pub Date—2000-00-00

Note—115p.

Pub Type— Numerical/Quantitative Data (110) — Reports - Descriptive (141)

EDRS Price – MF01/PC05 Plus Postage.

Descriptors—*Accountability, Budgets, Community Colleges, Enrollment, *Institutional Evaluation, *Institutional Research, Outcomes of Education, Personnel, Program Evaluation, School Publications, State Standards, Statewide Planning, Tables (Data), Two Year Colleges

Identifiers—*Saint Petersburg Junior College FL

The St. Petersburg Junior College (SPJC) Factbook provide statistical information and a historical perspective on the college. It is designed as a reference for academic and administrative decision-making and planning. In general, data are provided

for multiple years within each topic. The Factbook contains eight major sections: (1) History (includes early history from 1927, expansion during the 1960's and 1970's, and recent developments in the 1980's and 1990's); (2) Pinellas County service area; (3) Student enrollment (includes credit student history, opening fall credit headcount, end-of-session headcount, and student registration); (4) Academics (contains 5 tables showing enrollment, completers, graduates, and programs); (5) Outcomes/indicators (contains 6 tables showing space utilization, transfers, CLAST and MCPS/CPT passing rates, health education passing rates, placement, and student follow-up); (6) Facilities (contains 2 tables showing site acreage, acquisition, gross square footage, and replacement costs); (7) Personnel (contains 3 tables showing employees by gender, ethnicity, and highest degree earned); and (8) Finance. Appendices include degree and certificate program inventory, 1996-97 employers by program, accreditation schedule, and description of special programs. (RDG)

ED 440 715   JC 000 349
Furlong, Tom Hardin, Sarah
International Education Study Abroad Programs: A Level I Review. Florida Community College System: Putting Minds To Work.
Florida State Board of Community Colleges, Tallahassee.
Pub Date—2000-01-00
Note—53p.
Pub Type— Reports - Descriptive (141) — Tests/ Questionnaires (160)
EDRS Price – MF01/PC03 Plus Postage.
Descriptors—*Community Colleges, Consortia, Institutional Cooperation, Institutional Research, *International Education, International Programs, Program Evaluation, School Business Relationship, Statewide Planning, *Student Exchange Programs, *Study Abroad, Two Year Colleges
Identifiers—*Florida Community College System
   This report presents the results of a study that was conducted to determine the extent and types of international education programs offered in the Florida Community College System (FCCS). The study provides an overview of the structure and content of international education travel programs offered by each college. Institutional and business partnerships, international consortia memberships, and international development initiatives are also discussed. A survey on international education programs was distributed to all 28 community colleges. An in-depth case study of the Seville, Spain program offered by Broward Community College was conducted. Survey results indicated sixty-seven different international travel courses or programs in at least seventeen countries. Nine major sections are included in the report: (1) international education travel programs in Florida's community colleges; (2) program structure; (3) consortium membership; (4) international development initiatives; (5) Florida linkage institutes; (6) faculty development; (7) case study of Seville, Spain program; (8) issues for consideration; and (9) summary. Appendices include FCCS international education program offerings, linkage institute contact list, support organizations for global education, and study abroad program review survey. (Contains 14 references.) (RDG)

ED 440 716   JC 000 350
Furlong, Tom Fleishman, Sylvia
College Preparatory Program Agreements between State Universities and Community Colleges: A Level 1 Review. Florida Community College System: Putting Minds To Work.
Florida State Board of Community Colleges, Tallahassee.
Pub Date—2000-01-00
Note—31p.
Pub Type— Reports - Research (143) — Tests/ Questionnaires (160)
EDRS Price – MF01/PC02 Plus Postage.
Descriptors—College Preparation, College Students, *Community Colleges, *Cooperative Programs, *High Risk Students, Higher Educa-

tion, Institutional Cooperation, Institutional Research, *Remedial Instruction, *Remedial Programs, *State Universities, Statewide Planning, Transitional Programs
Identifiers—Florida Community College System, State University System of Florida
   This report reviews the college preparatory programs offered to state university students in Florida through partnerships with local community colleges. Courses are offered either at the community college or by the community college on the university campus. The program review was conducted by the State Board of Community Colleges in cooperation with the Learning Systems Institute and Florida State University. Data were collected through a survey of the 10 state universities and 28 community colleges, interviews from site visits to selected college and university campuses, and a database of university students enrolled in college preparatory instruction. Florida mandates that students who are deficient in one or more areas of the College Placement Test enroll in college preparatory classes. Results of this study suggest that: (1) the administration of the college-university agreements are sound; (2) communication between sectors is adequate; (3) there are not problems with delivery of services to students; (4) community colleges are perceived to be best suited for delivery of remedial instruction; and (5) the majority of students successfully perform college-level coursework after completing college preparatory courses. (Contains four recommendations regarding inter-institutional agreements and college preparatory programs. Contains five tables and nine references. Appendices include Florida statute 240.117, the survey instrument, and data analysis methodology.) (RDG)

ED 440 717   JC 000 351
Schuyler, Gwyer, Ed.
Trends in Community College Curriculum. New Directions for Community Colleges, Number 108. The Jossey-Bass Higher and Adult Education Series.
ERIC Clearinghouse for Community Colleges, Los Angeles, CA.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—ISBN-0-7879-4849-7; ISSN-0194-3081
Pub Date—1999-00-00
Contract—RI-93-00-2003
Note—118p.; Published quarterly.
Available from—Jossey-Bass, Inc., Publishers, 350 Sansome Street, San Francisco, CA 94101. ($60, individuals, $107, institutions, agencies, and libraries). Tel: 888-378-2537 (Toll Free).
Journal Cit—New Directions for Community Colleges; v27 n4 Win 1999
Pub Type— Collected Works - Serials (022) — ERIC Publications (071)
EDRS Price – MF01/PC05 Plus Postage.
Descriptors—*College Curriculum, *Community Colleges, Educational Change, Educational Trends, *General Education, *Liberal Arts, Two Year Colleges
   This issue of "New Directions for Community Colleges" focuses on the community college curriculum. The articles are based on a study of the college catalogs and course schedules from 164 colleges. The featured articles are: (1) "A Historical and Contemporary View of the Community College Curriculum" (Gwyer Schuyler); (2) "The Liberal Arts" (Florence B. Brawer); (3) "A Statistical Portrait of the Non-Liberal Arts Curriculum" (James Palmer); (4) "Dimensions of General Education Requirements" (Paula Zeszotarski); (5) "Interdisciplinary Studies in the Community Colleges" (Arianne Abell Walker); (6) "The Importance of Community College Honors Programs" (Charles Outcalt); (7) "English as a Second Language in the Community College Curriculum" (Elaine W. Kuo); (8) "Status of Multicultural Education in the Curriculum" (William E. Piland, Alexandria Piland, Shelly Hess); (9) "Scratching the Surface: Distance Education in the Community Colleges" (Carol A. Kozeracki); and (10) "Sources and Information: Forces Influencing the Curriculum" (Jennifer Rinella Keup). In general, the contents of this volume illustrate that although new fields of study and

new modes of delivery are emerging, traditional liberal arts course offerings remain a stabilizing force. (EMH)

ED 440 718   JC 000 382
Entrepreneurship Education for Agriculture. Phase "O" Planning Project Report. Performance Report. Volume I: Findings and Supportive Information.
Lee and Associates, Starkville, MS.
Spons Agency—National Council for Agricultural Education, Alexandria, VA.; Ewing Marion Kauffman Foundation, Kansas City, MO. Center for Entrepreneurial Leadership.
Pub Date—1994-08-31
Note—102p.; For volume 2, see JC 000 383.
Pub Type— Reports - Evaluative (142) — Tests/ Questionnaires (160)
EDRS Price – MF01/PC05 Plus Postage.
Descriptors—*Agricultural Education, Agricultural Personnel, Curriculum Development, Educational Needs, *Educational Practices, *Entrepreneurship, National Surveys, *Needs Assessment, Postsecondary Education, *Program Development, Secondary Education
   Focusing on the status of entrepreneurship education in agriculture at the secondary, postsecondary, and adult/young adult levels, volume 1 of this report presents findings from a national study conducted to provide planning information for a major national initiative on agricultural entrepreneurship education. First, an introductory section provides background to the project and describes its scope. Next, findings are reported for the following 12 study objectives: (1) assessing the need for entrepreneurship education in agriculture; (2) assessing the current level of entrepreneurship knowledge; (3) determining the potential outcomes of infusing entrepreneurship education in curricula; (4) assessing existing entrepreneurship education programs; (5) identifying curricular strategies for implementing entrepreneurship programs; (6) developing specifications for entrepreneurship materials; (7) developing approaches for meeting state and national standards; (8) creating a staffing plan; (9) creating a development plan for the project; (10) strengthening relationships with other agencies; (11) identifying potential action force members; and (12) developing elements and deliverables of the infusion project. The next section presents a proposed national development and infusion plan, based on findings and including information on needs for agricultural education and strategies for meeting those needs. The final section provides supporting documents, including reports of a Delphi study undertaken to determine potential outcomes of infusing enterpreneurship into agricultural education; focus group findings; a national survey of agriculture entrepreneurship instruction; and current activities in entrepreneurship education. (Contains a resource list of 22 groups, foundation, and agencies.) (CELCEE, an Adjunct ERIC Clearinghouse on Entrepreneurship Education) (HAA)

ED 440 719   JC 000 383
Entrepreneurship Education for Agriculture. Phase "O" Planning Project Report. Performance Report. Volume II: Bibliography and Storyboard Scripts.
Lee and Associates, Starkville, MS.
Spons Agency—National Council for Agricultural Education, Alexandria, VA.; Ewing Marion Kauffman Foundation, Kansas City, MO. Center for Entrepreneurial Leadership.
Pub Date—1994-08-31
Note—89p.; For Volume 1, see JC 000 382.
Pub Type— Creative Works (030) — Guides - Classroom - Learner (051) — Reference Materials - Bibliographies (131)
EDRS Price – MF01/PC04 Plus Postage.
Descriptors—*Agricultural Education, Agricultural Personnel, Curriculum Development, Educational Needs, *Educational Practices, *Entrepreneurship, National Surveys, *Needs Assessment, Postsecondary Education, *Program Development, Secondary Education
   Volume 2 of this report is supplementary and contains three bibliographies: (1) Annotated Bibli-

ography on Minority Entrepreneurship in Agriculture; (2) Annotated Bibliography on Entrepreneurship Education in Agriculture; (3) Bibliography on Entrepreneurship. The next section presents three storyboard scripts for instructional videotapes on entrepreneurship in agriculture: (1) Agriculture; (2) Horticulture; and (3) Aquaculture. (CELCEE, an Adjunct ERIC Clearinghouse on Entrepreneurship Education) (HAA)

ED 440 720   JC 980 160

Robbins, Cornelius V., Ed.

A Compendium of Learning Resources on Community Colleges Affiliated with the State University of New York.

State Univ. of New York, Albany.

Pub Date—1999-10-00

Note—692p.; Some pages may not reproduce adequately.

Pub Type— Collected Works - General (020)

EDRS Price – MF04/PC28 Plus Postage.

Descriptors—Accountability, Articulation (Education), Collective Bargaining, *Community Colleges, Economic Impact, Faculty Development, Institutional Autonomy, Instructional Effectiveness, *Journal Articles, Legal Aid, *Local Issues, Partnerships in Education, School Holding Power, Transfer Policy, Transfer Students, Two Year Colleges, Welfare Recipients

Identifiers—Cayuga County Community College NY, Schenectady County Community College NY, *State University of New York, Suffolk Community College NY

This document is a three-part compendium of learning resources on community colleges affiliated with the State University of New York (SUNY). It begins with an introduction providing background information on the SUNY community colleges, then provides a collection of articles and reference materials concerning the colleges. Titles include: "Teaching the Humanities and the Technologies in the 21st Century: A Faculty Development Project"; "Cayuga Community College 1994-95 Annual Report"; "On the Move: the Community Colleges of SUNY"; "School/College Partnership: Writing Across the Curriculum, Grades 9-14"; "A Review of SUNY's Transfer and Articulation Policies and Enrollment Initiatives: How Effectively Are These Initiatives Serving Transfer Students?"; "The Business of Teaching"; "Inmate Education in the SUNY System"; "Program Designs to Support Welfare Recipients"; "SUNY's Community Colleges: An Introduction to Legal Resources"; "Suffolk's Eastern Campus Retention Program"; "SUNY Community College Topical Papers 1-4"; "Autonomy and Accountability"; "Community Colleges Funding History 1948-49 to 1995-96"; "We Must Think First of the Individual Student"; "Schenectady County Community College 1993-94 Planning Document"; "Information Packet for Presidential Searches"; "Democracy's Colleges"; "Collective Bargaining Directory"; "Higher Education in Crisis"; "A Study of Institutional Autonomy in the Community College and its Relationship to Administrative Judgements of Institutional Effectiveness"; "The Economic Impact of SUNY's Community Colleges on the State of New York"; and "The Economic Impact of the SUNY on the State of New York in 1992-93." (YKH)

PS

ED 440 721   PS 027 255

Montessori in Action: Learning for Life. [Videotape].

Pub Date—1998-00-00

Note—0p.; Narrated by Lynne Lawrence.

Available from—North American Montessori Teachers Association, 11424 Bellflower Road, Cleveland, OH 44106 (44-minute VHS tape, $60). Tel: 216-421-1905; Fax: 216-421-8193;

e-mail: staff@montessori-namta.org.

Pub Type— Non-Print Media (100) — Reports - Descriptive (141)

Document Not Available from EDRS.

Descriptors—Childhood Needs, *Classroom Environment, Instructional Materials, *Montessori Method, Personal Autonomy, Preschool Children, Preschool Education, *Program Descriptions, . *Teaching Methods, Videotape Recordings

Identifiers—Child Centered Education, *Montessori (Maria), Program Characteristics, *Project Head Start

Essential viewing for parents contemplating a Montessori education for their child, this videotape shows a day in the life of a Montessori school and explains the fundamental principles which underpin the Montessori approach to early childhood education. The first part of the videotape narrates a brief biography of Maria Montessori and the development of her teaching method while showing various Montessori schools or "Children's Houses" around the world at different time periods. This part notes Montessori's belief that universal principles govern children's development and that children flourish in an environment that meets their needs. How Montessori principles and materials are consistent with the belief that children learn through their own experiences is also highlighted. The remainder of the video explores a current Montessori classroom, describing the environment, the role of the directress, and the children's autonomy. The video shows how activities foster cooperation rather than competition, lead children from the concrete to the abstract, and provide foundations for math, art, and science. Children's sense of responsibility, independence, and care for their environment are highlighted. (HTH)

ED 440 722   PS 027 998

North Dakota KIDS COUNT! Fact Book, 1998: State, Regional and County Profiles of Child Well-Being in North Dakota.

North Dakota Univ., Grand Forks. North Dakota Kids Count.

Spons Agency—Annie E. Casey Foundation, Baltimore, MD.

Pub Date—1999-00-00

Note—158p.; For the 1997 Fact Book, see ED 424 943. Also supported by the Dakota Medical Foundation and Children's Services Coordinating Committee.

Available from—North Dakota KIDS COUNT! P.O. Box 7090, University of North Dakota, Grant Forks, ND 58202-7090 ($20, including postage and handling). Tel: 701-777-4916.

Pub Type— Numerical/Quantitative Data (110) — Reports - Descriptive (141)

EDRS Price – MF01/PC07 Plus Postage.

Descriptors—Academic Achievement, Adolescents, Birth Weight, Child Abuse, Child Custody, *Child Health, Child Neglect, Child Safety, Child Welfare, *Children, *Counties, Day Care, Demography, Dropout Rate, Early Parenthood, Economic Status, Elementary Secondary Education, Expenditure Per Student, Family (Sociological Unit), Foster Care, Infant Mortality, Infants, Juvenile Justice, Lunch Programs, Mortality Rate, One Parent Family, Out of School Youth, Poverty, Prenatal Care, Preschool Education, Safety, *Social Indicators, Special Education, State Surveys, Statistical Surveys, Tables (Data), Violence, *Well Being

Identifiers—*Indicators, *North Dakota, Project Head Start

This Kids Count fact book details statewide trends in the well-being of North Dakota's children. The statistical portrait is based on indicators of children's well-being in seven areas: (1) population; (2) family composition; (3) economic condition; (4) child health; (5) education; (6) child safety; and (7) teens at risk. The fact book begins with an overview of the organization of data, data information, criteria for data selection, changes in data presentation, data limitations, the message behind the numbers, categories and indicators of child well-being, and regional maps. Following the introductory sections, statistical findings are presented for the state, including multi-year trend data, as available.

Regional data for eight geographical regions of the state are then presented, including multi-year trend data as available, and comparative data between the region and the state. The bulk of the report presents profiles for each of the state's 53 counties, including multi-year trend data as available, and comparative data between the county and the state. Important findings indicate that the well-being of North Dakota's children declined in 15 out of 20 indicators for which updated information is provided each year. The report's two appendices address definitions and data sources, and state goals by well-being indicators. (SD)

ED 440 723   PS 028 155

Wolkoff, Sandra, Ed. Schwartzberg, Neala S., Ed.

Parent and Preschooler Newsletter: A Monthly Exploration of Early Childhood Topics, 1999.

North Shore Child and Family Guidance Center, Roslyn Heights, NY. Lindner Early Childhood Training Inst.

Report No.—ISSN-0887-0365

Pub Date—1999-00-00

Note—101p.; For 1995-1998 newsletters, see ED 433 909.

Available from—North Shore Child and Family Guidance Center, The Parent and Preschooler Newsletter/LECTI, 480 Old Westbury Road, Roslyn Heights, NY 11577-2215 (English Edition, $32 for 1-year subscription; English/Spanish Edition, $42 for 1-year subscription). Tel: 800-595-9365 (Toll Free); Tel: 516-626-1971; Fax: 516-626-8043.

Language—English, Spanish

Journal Cit—Parent and Preschooler Newsletter; v14 n1-11 1999

Pub Type— Collected Works - Serials (022) — Multilingual/Bilingual Materials (171)

EDRS Price – MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Anger, *Child Rearing, Discipline, Divorce, *Early Childhood Education, Grief, Inclusive Schools, Interpersonal Competence, Mentors, Newsletters, Parent Child Relationship, *Parenting Skills, World Wide Web, *Young Children

This document consists of 11 monthly newsletter issues, in English and Spanish language versions, exploring topics related to early childhood behavior and parenting. Regularly appearing features are "Library Resources," "Preschoolers in the Kitchen," "Websites for Parents," and "The Doctor's Corner." Major topics of the newsletter issues are as follows: (1) children, software, and computers (January); (2) children and grief (February); (3) discipline (March); (4) touch (April); (5) children and math (May); (6) children and divorce (June); (7) special gifts children receive from others (July/August); (8) socially skilled children (September); (9) children and music (October); (10) inclusion (November); and (11) anger (December). (HTH)

ED 440 724   PS 028 320

Pawel, Jody Johnston

The Parent's Toolshop: The Universal Blueprint for Building a Healthy Family.

Report No.—ISBN-1-929643-34-9

Pub Date—2000-00-00

Note—460p.; Cartoons by Mick Wells.

Available from—Ambris Publishing, P.O. Box 343, Springboro, OH 45066 ($24.95). Tel: 888-415-1212 (Toll-free); Tel: 513-748-4541; Fax: 513-748-4620; Web site: http://www.parentstoolshop.com.

Pub Type— Guides - Non-Classroom (055)

EDRS Price – MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Adolescents, Child Development, *Child Rearing, Children, Cooperation, Decision Making, Discipline, Family Environment, *Parent Child Relationship, *Parent Education, Parent Materials, Parenting Skills, *Parents, Problem Solving, Stress Management

Identifiers—Disciplinary Styles, Family Communication, Independent Behavior, Parenting Styles

Noting that building and maintaining healthy family relationships is analogous to building a

house, this book guides parents through a self-paced parenting workshop to help build healthy relationships, prevent problems, and respond effectively to situations that occur. With the exception of Chapters 1 and 3, the chapters are designed to be self-contained "toolsets." The chapters are: (1) "Touring the Parent's Toolshop"; (2) "Foundation-Building," examining parenting styles and their effectiveness in achieving long-term parenting goals; (3) "The Universal Blueprint," identifying six general types of problems and applying the universal response formula to each; (4) "Self-Esteem," using descriptive language to encourage positive behavior and stimulate internal motivation in others; (5) "Cooperation," focusing on building teamwork and cooperation; (6) "Independence," teaching children life skills so they can handle more freedom responsibly; (7) "F-A-X Listening," responding helpfully when someone else has a problem, without taking over and solving the problem for them; (8) "Problem-Solving," teaching independent, responsible problem-solving and decision-making skills; (9) "Keep Your Cool," understanding anger and stress and how to manage them; (10) "Clear Communication," expressing feelings and concerns without blame, criticism, lectures, nagging, or hidden messages; (11) "PU Toolset (Unintentional Misbehavior)," dealing with redirecting misbehavior resulting from children's lack of skills or maturity; (12) "PO Toolset ('On Purpose' Misbehavior)," focusing on why people misbehave and how to avoid ineffective reactions; (13) "Discipline," offering effective disciplinary techniques; (14) "Family Council," teaching ways to effectively consult the entire family when decisions or problems affect the family; and (15) "Three C's: Consistency, Criticism, Confidence," offering suggestions for maintaining progress. (KB)

ED 440 725   PS 028 360

Nevada KIDS COUNT Data Book, 2000: County, Regional and State Profiles of Child and Family Well-Being in Nevada.

We Can, Inc., Las Vegas, NV.

Spons Agency—Nevada State Legislature, Carson City.; Annie E. Casey Foundation, Baltimore, MD.

Pub Date—2000-00-00

Note—123p.; For the 1998 Data Book, see ED 425 863.

Available from—Nevada KIDS COUNT, Center for Business and Economic Research, University of Nevada, Las Vegas, 205 Beam Hall, 4505 Maryland Parkway, Box 456002, Las Vegas, NV 89154-6002. Tel: 702-895-3191; Fax: 702-895-3606; e-mail: nvkidscount@hotmail.com; Web site: http://www.nscee.edu.cber.

Pub Type— Numerical/Quantitative Data (110) — Reports - Descriptive (141)

EDRS Price – MF01/PC05 Plus Postage.

Descriptors—Adolescents, Birth Weight, Births to Single Women, Child Abuse, *Child Health, Child Neglect, Child Welfare, *Children, Comparative Analysis, Demography, Dropout Rate, Early Parenthood, Elementary Secondary Education, Family (Sociological Unit), Infant Mortality, Juvenile Justice, Mortality Rate, One Parent Family, Out of School Youth, *Poverty, Pregnant Students, Preschool Education, *Social Indicators, State Surveys, Statistical Surveys, Suicide, Tables (Data), Violence, *Well Being, Youth Problems

Identifiers—*Indicators, *Nevada

This Kids Count report details statewide trends in the well-being of Nevada's children. The statistical portrait is based on indicators of children's well-being in six areas: (1) early care and education; (2) health; (3) economic well-being; (4) education; (5) child safety; and (6) juvenile justice. The report begins with a listing of preventive factors, an overview of the report, Nevada demographic profile, Nevada child demographics, key facts about Nevada's children, the state as compared to the nation, and trends. The next section, and bulk of the report, presents data for each of the six primary indicator areas of child well-being and includes tables of the most recent data for each of the selected areas studied. Important findings indicate that in 1999, compared to the rest of the states and

the District of Columbia, Nevada ranked: 25th in low birth weight babies; 13th in infant mortality; 11th in children living in poverty; 29th in single-parent families; 42nd in teen births; 18th in unmarried teen births; 51st in high school dropouts and graduates; 39th in teens not in school and not working; 32nd in child deaths; 28th in teen accidental deaths; 35th in teen homicide deaths; and 49th in teen suicide. The report concludes with a listing of references, including endnotes and general information. (SD)

ED 440 726   PS 028 374

Weitzel, Susan L. Shockley, Cindi C. Miranda, Barbara

Florida's Children at a Glance: The 1999 Statewide and County Update. Florida KIDS COUNT.

University of South Florida, Tampa. Louis de la Parte Florida Mental Health Inst.

Spons Agency—Annie E. Casey Foundation, Baltimore, MD.

Pub Date—1999-00-00

Note—223p.; For 1998 report, see ED 432 397.

Pub Type— Numerical/Quantitative Data (110)

EDRS Price – MF01/PC09 Plus Postage.

Descriptors—Academic Achievement, *Adolescents, Birth Weight, Births to Single Women, Child Abuse, Child Health, Child Neglect, Child Welfare, *Children, *Counties, Delinquency, Demography, Divorce, Dropout Rate, Early Parenthood, Elementary Secondary Education, Enrollment, High School Graduates, Incidence, Infant Mortality, Juvenile Justice, Lunch Programs, Mortality Rate, Poverty, Prenatal Care, Preschool Education, Racial Differences, *Social Indicators, State Surveys, Statistical Surveys, Tables (Data), Trend Analysis, Violence, *Well Being, Youth Problems

Identifiers—Arrests, *Florida, *Indicators

This Kids Count report examines state and countywide trends in the well-being of Florida's children. Demographic information is presented along with a statistical portrait for the state and for each county based on the following indicators: (1) birth, including births to unwed mothers, teen births, early prenatal care, low birth weight, and infant mortality and deaths; (2) well-being, including child deaths, teen violent deaths, dissolutions of marriage with children affected, and child abuse and neglect; (3) youth and the law, including delinquency, juvenile detentions, and transfers to adult court; and (4) education, including graduation rate, non-promotions, dropouts, disciplinary actions, academic performance on standardized tests, and students eligible to participate in free/reduced lunches. The bulk of the report presents state and countywide data on demographic information and the indicators for 1997-98. Thirteen appendices list state- and countywide data, with some indicators listed by race or age categories. The report concludes with information on terminology and data sources. (SD)

ED 440 727   PS 028 418

Nichter, Mimi

Fat Talk: What Girls and Their Parents Say about Dieting.

Report No.—ISBN-0-674-00229-6

Pub Date—2000-00-00

Note—263p.

Available from—Harvard University Press, 79 Garden Street, Cambridge, MA 02138 ($22.95). Tel: 617-496-1340; Fax: 617-349-5244.

Pub Type— Books (010) — Reports - Research (143)

Document Not Available from EDRS.

Descriptors—Adolescent Attitudes, *Adolescents, Blacks, Body Composition, *Body Image, *Body Weight, Child Rearing, Cultural Differences, Cultural Images, *Dietetics, *Eating Habits, Ethnic Groups, *Females, Food, Hispanic Americans, Obesity, Parent Child Relationship, Physical Attractiveness, Socialization, Whites

Identifiers—*Ethnic Differences, Latinas

This book details a 3-year study in which lower-middle to middle class, white, black, and Latina

middle school and high school girls were interviewed about their feelings concerning appearance, their eating habits, and dieting. The findings, based on what the girls reported, are explored and give insight into the influence of peers, family, and the media on girls' sense of self. The book also provides insights into how parents talk to teenagers about their changing bodies, the issues and struggles that mothers face in bringing up daughters, and how to move beyond stereotypical images of beauty. Particular attention is paid to the many positive attitudes and behaviors girls felt in relation to their bodies and how that ideal differs across age groups and ethnic groups. The book contains the following seven chapters: (1) "In the Presence of the Perfect Girl"; (2) "Fat Talk"; (3) "Are Girls Really Dieting?"; (4) "Who Will I Look Like?"; (5) "Mothers, Daughters, and Dieting"; (6) "Looking Good among African-American Girls"; and (7) "What We Can Do." Two appendices include research strategies and tables of data, endnotes, acknowledgements, and an index. (SD)

ED 440 728   PS 028 422

Tennessee KIDS COUNT: The State of the Child in Tennessee, 1999.

Tennessee State Commission on Children and Youth, Nashville.

Spons Agency—Annie E. Casey Foundation, Baltimore, MD.

Pub Date—1999-00-00

Note—91p.; For the 1998 report, see ED 424 970.

Available from—Tennessee Commission on Children and Youth, Tennessee KIDS COUNT, Andrew Johnson Tower, 9th Floor, 710 James Robertson Parkway, Nashville, TN 37243-0800. Tel: 800-264-0904 (Toll Free); Tel: 615-741-2633; Fax: 615-741-5956; e-mail: tccy@mail.state.tn.us; Web site: http://www.state.tn.us/tccy.

Pub Type— Numerical/Quantitative Data (110) — Reports - Descriptive (141)

EDRS Price – MF01/PC04 Plus Postage.

Descriptors—Birth Weight, Births to Single Women, Child Abuse, Child Custody, *Child Health, Child Neglect, Child Safety, Child Welfare, *Children, Counties, Demography, Dropout Rate, Early Parenthood, Elementary Secondary Education, Health Insurance, Incidence, Income, Infant Mortality, Infants, Juvenile Justice, Mortality Rate, One Parent Family, *Poverty, Pregnant Students, Prenatal Care, School Safety, *Social Indicators, Special Education, State Surveys, Statistical Surveys, Substance Abuse, Tables (Data), Trend Analysis, Violence, Welfare Recipients, *Well Being

Identifiers—*Indicators, Out of Home Care, Project Head Start, Sexually Transmitted Diseases, *Tennessee

This Kids Count report examines statewide trends in the well-being of Tennessee's children. The statistical portrait is based on indicators of children's well-being in four main areas: (1) child health; (2) education; (3) social indicators; and (4) economic status. The report begins with an executive summary and a lengthy listing of the major statistical findings in each indicator area. The report continues with the statistical summary for each of the four indicator areas, including a narrative of the problems and progress made in the target area, as well as statistical data. The first area covers the status of health, including the TennCare program, prenatal care, teen pregnancy, low birth weight, infant mortality, child death, teen violent death, alcohol and drug abuse, and sexually transmitted diseases. The second area pertains to the status of education, including Head Start, school safety, education, special education, high school dropouts, and school nutrition. The third area covers social indicators, including child abuse, juvenile justice, and state custody. The fourth area addresses economic status, including income, families first, food stamps, labor, housing, single parent families, and population. The report concludes with a listing of definitions and terms. (Contains 49 references.) (SD)

ED 440 729 PS 028 436
KIDS COUNT in Missouri 1999 Data Book.
Citizens for Missouri's Children, St. Louis.
Spons Agency—Annie E. Casey Foundation, Baltimore, MD.; Children's Trust Fund, Jefferson City, MO.
Pub Date—1999-11-00
Note—337p.; For the 1998 Data Book, see ED 427 846.
Available from—Citizens for Missouri's Children, 2717 Sutton Avenue, St. Louis, MO 63143 ($20, plus postage). Tel: 314-647-2003; Fax: 314-644-5437; For full text: site: http://oseda.missouri.edu/kidscount/99/.
Pub Type— Numerical/Quantitative Data (110) — Reports - Descriptive (141)
EDRS Price – MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—Adolescents, Birth Weight, Births to Single Women, Child Abuse, Child Custody, *Child Health, Child Neglect, Child Welfare, *Children, *Counties, Demography, Dropout Rate, Early Parenthood, Economic Status, Elementary Secondary Education, Infant Mortality, Infants, Lunch Programs, Mortality Rate, Poverty, *Social Indicators, State Surveys, Statistical Surveys, Tables (Data), Trend Analysis, Violence, Welfare Recipients, *Well Being, Youth Problems
Identifiers—*Indicators, *Missouri
This Kids Count Data Book examines statewide trends in the well-being of Missouri's children. The statistical portrait is based on the following indicators of general areas of children's well being: (1) students enrolled in free/reduced price lunch program; (2) births to mothers without a high school diploma; (3) low birth weight; (4) infant mortality; (5) child deaths; (6) child abuse; (7) out-of-home placement; (8) high school dropouts; (9) births to teens; and (10) teen violent deaths. Following an executive summary and brief profile of the state and its minority populations, the second section of the report provides information on the state as a whole by indicator. The third section focuses on successes made since the start of the reporting process, which began in 1993. The fourth section, and bulk of the report, provides data by county for: (1) outcome measures; (2) date of data; (3) number of children who meet the outcome measure definition; (4) rate of children who meet the outcome measure definition; (5) trends; (6) state rank; (7) county rank; (8) county trends; and (9) programmatic or demographic information indicators. Three appendices include raw data for indicators, data notes and sources, and county ranks 1995-1999. (Contains 33 endnotes.) (SD)

ED 440 730 PS 028 439
Hartsock, Marcia
Make Kids Count in '99: Hawai'i Kids Count 1999 Data Book.
Hawaii Kids Count, Honolulu.
Spons Agency—Annie E. Casey Foundation, Baltimore, MD.
Pub Date—1999-00-00
Note—97p.; For the 1997 Data Book, see ED 416 975.
Pub Type— Numerical/Quantitative Data (110) — Reports - Descriptive (141)
EDRS Price – MF01/PC04 Plus Postage.
Descriptors—Academic Achievement, *Adolescents, After School Programs, At Risk Persons, Birth Weight, Child Abuse, *Child Health, Child Neglect, Child Welfare, *Children, Demography, Drinking, Dropout Rate, Early Parenthood, Elementary Secondary Education, Family (Sociological Unit), Health Insurance, Infant Mortality, Infants, Juvenile Justice, Mortality Rate, One Parent Family, Out of School Youth, Poverty, Pregnancy, Pregnant Students, Prenatal Care, Preschool Education, *Social Indicators, Special Needs Students, State Surveys, Statistical Surveys, Substance Abuse, Tables (Data), Trend Analysis, Violence, *Well Being
Identifiers—Arrests, *Hawaii, *Indicators, Vaccination
This Kids Count report examines statewide trends in the well-being of Hawaii's children. The

bulk of this statistical report is comprised of indicator findings and is divided into four major sections: (1) family composition and resources, including children in poverty, family formation, births to teens, children in single-parent families, children with health insurance, and cost of shelter; (2) infancy and preschool years, including early prenatal care, low birth weight infants, infant mortality, fully immunized 2-year-olds, children at-risk for developmental problems, preparing for school, and child abuse and neglect; (3) early school years, including child deaths, children of working parents in after-school programs, academic progress of third graders, children with special needs, other educational measures in elementary years, and child abuse and neglect; and (4) adolescence and youth, including academic progress of eighth graders, other educational measures in secondary school years, high school graduation, healthy lifestyle, juvenile arrests for violent crimes, substance use, teenage pregnancy, abuse and neglect, idle teens, and teen violent deaths. Findings indicate that conditions have worsened in the percent of children in poverty, cost of shelter, low birth weight, children of working parents in after-school programs, child abuse and neglect (ages 6-11), academic progress of intermediate students, substance use, juvenile arrests for violent crimes, and idle teens. The report profiles demographics of Hawaiian children, outlines a vision for Hawaiian children's future, compares Hawaiian data to national data, and describes the methodology and data sources. (SD)

ED 440 731 PS 028 442
Shure, Myrna B.
Raising a Thinking Preteen: The "I Can Problem Solve" Program for 8- to 12-Year-Olds.
Report No.—ISBN-0-8050-5991-1
Pub Date—2000-00-00
Note—269p.; Produced with Roberta Israeloff.
Available from—Henry Holt and Company, 115 West 18th Street, New York, NY 10011 (U.S., $23; Canada, $34.50). Tel: 212-387-9100.
Pub Type— Books (010) — Guides - Non-Classroom (055)
Document Not Available from EDRS.
Descriptors—*Adolescent Behavior, Child Rearing, Conflict Resolution, Critical Thinking, Decision Making, *Decision Making Skills, Parenting Skills, Parents, *Preadolescents, *Problem Solving, *Thinking Skills, *Youth Problems
Aimed at parents of early adolescents, this book helps parents provide the skills teens need to cope with life's everyday frustrations and to make informed decisions about problems such as the stresses of homework, friendship, contending with peer pressure, and dealing with bullies. The foundation of the book is the "I Can Problem Solve" (ICPS) model, which provides a problem-solving approach specifically adapted to children in the important preteen years. The book contains specific activities and dialogues that parents can use to respond to their child's problems in a way that will change family dynamics and produce happy, self-confident, socially well-adjusted, and emotionally intelligent children. The book contains the following 11 chapters: (1) "Kids Who Behave Differently Think Differently"; (2) "Four Styles of Parenting"; (3) "How Do I Feel? How Do You Feel?"; (4) "Is Anybody Listening?"; (5) "Are Things Always What They Seem to Be?"; (6) "What Else Could I Do To Solve This Problem? Learning Alternative Solutions"; (7) "What Might Happen Next? Learning Consequential Thinking"; (8) "What's My Plan?"; (9) "Advanced ICPS: Integrating the Skills"; (10) "What's in It For Me?" and Other Questions Parents Ask about ICPS"; and (11) "An ICPS Quiz." The book concludes with an epilogue that addresses prevention of serious teen problems such as drug abuse, teen pregnancy, and violence. Contains references organized by chapter. (SD)

ED 440 732 PS 028 454
Baker, Coleman Squires, Jim Whiteley, K. C.
Home Visiting: A Vermont Approach to Working with Young Children and Their Families.
Vermont State Agency of Human Services,

Waterbury.
Pub Date—1999-10-00
Contract—90-CD-0985
Note—17p.; Supported by Vermont Head Start—State Collaborative Office.
Available from—Vermont Agency of Human Services, 103 South Main Street, Waterbury, VT 05671-0104. Tel: 800-727-3687 (Toll Free).
Pub Type— Guides - Non-Classroom (055)
EDRS Price – MF01/PC01 Plus Postage.
Descriptors—Family Programs, *Home Programs, *Home Visits, Integrated Services, *Interpersonal Competence, Interpersonal Relationship, Social Services
Identifiers—Family Support, *Home Visitors, Program Characteristics, *Vermont
Home visiting is a way of providing services to children and families. Based on the experiences of home visitors in Vermont, this booklet discusses promising home visiting practices. Following a preface and introduction, the book's sections are: (1) "The Home Visiting Relationship"; (2) "The Home Visit: Essential Components"; (3) "The Home Visit: Defining Expectations"; (4) "The Home Visit: Structure of the Home Visit"; (5) "The Home Visitor: Essential Personal Characteristics"; (6) "The Home Visitor: Skills, Experience, and Knowledge"; and (7) "Organizational Support for the Home Visitor." The booklet concludes with a list of Vermont Programs that offer home visits. (LPP)

ED 440 733 PS 028 465
Leister, Clarissa Phipps, Patricia A.
Your Child's Brain: Food for Thought. Second Edition.
Southern Early Childhood Association, Little Rock, AR.
Spons Agency—Arkansas State Dept. of Education, Little Rock. Early Childhood Initiative.
Report No.—ISBN-0-942388-25-9
Pub Date—1999-00-00
Note—31p.
Available from—Southern Early Childhood Association, P.O. Box 55930, Little Rock, AR 72215-5930 (SECA members, $4; nonmembers, $4.50). Tel: 800-305-7322 (Toll Free); e-mail: SECA@aristotle.net; Web site: http://www.seca50.org.
Pub Type— Guides - Non-Classroom (055)
EDRS Price – MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—*Brain, Childhood Needs, Children, *Cognitive Development, Developmental Stages, Early Experience, Emotional Development, *Infants, Influences, Neurology, *Parent Child Relationship, Young Children
Identifiers—*Brain Development
Research reveals the importance of early experiences for the development of young children's brains. This guide suggests ways to make the most of children's brain potential at different ages. The activities described can be used to enhance all children's learning and brain development. Following an introduction, the guide's sections are: (1) "Understanding the Brain"; (2) "Old Thinking vs. New Thinking"; (3) "Three Key Findings in New Brain Research"; (4) "Misunderstandings about the New Brain Research"; (5) "Brain Compatible Learning"; (6) "Birth to 12 Months"; (7) "Ages 12-24 Months"; (8) "Ages 2-3"; (9) "Ages 4-5"; (10) "Starting to School"; (11) "Early Primary"; (12) "Later Primary"; and (13) "Resources." (EV)

ED 440 734 PS 028 469
California County Data Book, 1999: How Our Youngest Children Are Faring.
Children Now, Oakland, CA.
Spons Agency—Annie E. Casey Foundation, Baltimore, MD.; William and Flora Hewlett Foundation, Palo Alto, CA.; Conrad N. Hilton Foundation, Los Angeles, CA.; James G. Irvine Foundation, San Francisco, CA.
Pub Date—1999-00-00
Note—336p.; Also supported by the Clorox Company Foundation, Gap Foundation, and Koret Foundation and Themis Fund of the Tides Foundation.
Available from—Children NOW, 1212 Broadway, 5th Floor, Oakland, CA 94612. Tel: 510-

763-2444; Fax: 510-763-1974; e-mail: children@childrennow.org. For full text: http://www.childrennow.org.
Pub Type— Numerical/Quantitative Data (110)
EDRS Price – MF01/PC14 Plus Postage.
Descriptors—Academic Achievement, Adolescents, Birth Weight, Breastfeeding, Child Abuse, Child Health, Child Safety, Child Support, Child Welfare, *Children, Class Size, *Counties, Day Care, Dropouts, Early Childhood Education, Early Parenthood, Educational Attainment, Expenditure Per Student, Family Income, Foster Care, Infant Mortality, Limited English Speaking, Mortality Rate, Poverty, Prenatal Care, Public Libraries, Racial Differences, Safety, *Social Indicators, Tables (Data), Traffic Accidents, *Trend Analysis, Unemployment, Weapons, Welfare Services, *Well Being
Identifiers—*California, Child Mortality, Ethnic Differences, *Indicators
This Kids Count Data Book examines trends in the well-being of California's children, focusing on factors influencing young children. This statistical portrait is based on trends in 19 indicators of child well-being in four areas: (1) family economics, including child poverty rate, children receiving TANF, children receiving WIC, fair market rent, infants born to mothers with less than 12 years of education, child care, and child support; (2) health, including prenatal care, low birthweight, infant mortality, teen births, and mothers initiating exclusive breastfeeding; (3) education, including classrooms, student proficiency, and public libraries; (4) safety, including foster care, child abuse, gun injuries and deaths, and motor vehicle injuries and deaths. The data book's introduction details key findings, discusses data interpretation, and makes recommendations. Part 1, the bulk of the report, contains fact sheets for each county and the state, including information on demographics, overall state findings, county rankings, and trends in the above indicators, with data presented by racial/ethnic group. Data explanations and sources follow. Part 2 contains summary tables organized by indicator detailing state and county findings for five additional indicators median yearly income, unemployment, low income children, high school dropout rates, and graduates prepared for college. The data book's findings indicate that 13 California counties have young child poverty rates of 30 percent or higher. Infant mortality has dropped, with continued racial differences. Statewide teen birth rates continue to drop, with significant ethnic group differences. In the most populous counties, at least 40 percent of Head Start-eligible children are not enrolled. (KB)

ED 440 735 PS 028 470
Florian, Judy E. Schweinhart, Lawrence J. Epstein, Ann S.
Early Returns: First Year Report of the Michigan School-Readiness Program Evaluation.
High/Scope Educational Research Foundation, Ypsilanti, MI.
Pub Date—1997-09-30
Note—176p.
Pub Type— Numerical/Quantitative Data (110) — Reports - Evaluative (142) — Tests/Questionnaires (160)
EDRS Price – MF01/PC08 Plus Postage.
Descriptors—Child Development, Early Childhood Education, *Early Intervention, Educational Quality, High Risk Students, Outcomes of Education, Parent Participation, *Preschool Children, *Program Effectiveness, Program Evaluation, *School Readiness, State Programs
Identifiers—*Michigan
Since its inception in 1985, the effectiveness and quality of the Michigan School Readiness Program (MSRP), the state's early childhood education program for 4-year-olds at risk of school failure, have never been evaluated. This report details the first evaluation findings for 1995-97. The program is comprised of a child development program for children providing age-appropriate activities to promote intellectual and social growth and family support, guidance, and referrals to community agencies as needed. The evaluation design contained two portions: an extensive evaluation in

which data from the entire state were collected, and an intensive evaluation measuring program effects more thoroughly using a representative subset of programs and children. The major findings of the evaluation indicate that the program is providing children with abilities and positive attitudes that lead to later educational and economic success and social responsibility. Forty-nine percent of the program's classrooms were judged to be of high quality and 51 percent of medium quality, with none of low quality. Children who had attended the MSRP were rated by their kindergarten teachers as being more advanced than children who had not attended preschool. The report concludes with recommendations for the state legislature regarding funding and program monitoring, for the Michigan Department of Education regarding program administration and supervision and training for instructional staff, and for the MSRP grantees regarding parent participation and recruitment. Four appendices provide additional evaluation findings and intensive evaluation site findings; present program quality reliability assessment analyses; and contain assessment instrument forms. (Contains 38 references.) (KB)

ED 440 736 PS 028 471
Xiang, Zongping Schweinhart, Larry Hohmann, Charles Smith, Charles Storer, Eileen Oden, Sherri
Points of Light: Third Year Report of the Michigan School Readiness Evaluation.
High/Scope Educational Research Foundation, Ypsilanti, MI.
Pub Date—2000-02-28
Note—74p.
Available from—High/Scope Educational Research Foundation, 600 North River Street, Ypsilanti, MI 48198-2898. Tel: 734-485-2000; Fax: 734-485-0704.
Pub Type— Numerical/Quantitative Data (110) — Reports - Evaluative (142)
EDRS Price – MF01/PC03 Plus Postage.
Descriptors—Child Development, *Early Childhood Education, *Early Intervention, Educational Quality, High Risk Students, Longitudinal Studies, Outcomes of Education, Parent Participation, *Preschool Children, *Program Effectiveness, Program Evaluation, *School Readiness, State Programs
Identifiers—*Michigan
The Michigan School Readiness Program (MSRP) is the state's early childhood education program for 4-year-olds at risk of school failure. This report details previous findings from the longitudinal study of two cohorts of MSRP children from kindergarten through the primary grades, current findings from the 1998-99 school year, program quality and risk factor data, and the grantee evaluation support project. The program includes a child development component providing age-appropriate activities to promote intellectual and social growth, and a family support and guidance component. Year 3 of the evaluation focused on testing for Cohort 1 MSRP program effects over and above effects of key background variables. Findings indicated that after controlling for site differences, participants' characteristics, and socioeconomic status, MSRP students remained significantly higher in overall development in kindergarten and received higher ratings on some aspects of school readiness, compared to non-MSRP students. The Cohort 1 MSRP students had a lower grade retention rate than the comparison group by the end of Grade 2. Site variability in program effects suggested a need for further development in curriculum, instructional staff, and philosophy. Also, MSRP program quality was generally high, although lower quality was found related to organizational and instructional issues and lack of outdoor play space. The rate and prevalence of child risk factors have been quite stable. A Grantee Evaluation Support Project (GESP) provides training workshops, custom support activities, and print materials to improve local programs. Findings regarding the GESP revealed the need for quantitative data to substantiate progress. (Data tables are appended.) (KB)

ED 440 737 PS 028 474
Every Kid Counts in the District of Columbia: 6th Annual Fact Book, 1999.

D.C. Kids Count Collaborative for Children and Families, Washington, DC.
Spons Agency—Annie E. Casey Foundation, Baltimore, MD.; Freddie Mac Foundation, McLean, VA.
Pub Date—1999-00-00
Note—39p.; For the 1998 Fact Book, see ED 425 823.
Available from—D.C. Kids Count Collaborative, c/o D.C. Children's Trust Fund, 2021 L Street, NW, Suite 205, Washington, DC 20036. Tel: 202-624-5555; Fax: 202-624-0396; Web site: http://www.dcchildrenstrustfund.org.
Pub Type— Numerical/Quantitative Data (110) — Reports - Descriptive (141)
EDRS Price—MF01/PC02 Plus Postage.
Descriptors—*Adolescents, Birth Weight, Births to Single Women, Child Health, Child Safety, *Children, Demography, Dropout Rate, Early Parenthood, Economic Status, Elementary Secondary Education, Family (Sociological Unit), Family Violence, Homeless People, Incidence, Mortality Rate, Out of School Youth, Poverty, Prenatal Care, Safety, *Social Indicators, Special Needs Students, Statistical Surveys, Tables (Data), Trend Analysis, Violence, *Well Being
Identifiers—Arrests, *District of Columbia, *Indicators
This Kids Count report details trends in the well-being of the District of Columbia's children. Following an executive summary, which describes overall findings, the bulk of the report presents the statistical portrait-based on eight areas of children's well-being: (1) general population trends; (2) economic security; (3) family attachment and community support; (4) homeless children and families; (5) child health; (6) safety and personal security; (7) education; and (8) selected indicators by ward. The third section addresses children and youth with special needs, including special education, early childhood special needs populations, building a safety net for children at risk for disabilities, and health care availability and quality for children with special needs. The fourth section offers several D.C. Kids Count strategies and recommendations for improving the well-being of the District's children and youth. The final two sections provide further information on data gathering and acknowledgments. The report finds that, although many indicators show improvement this year, much remains to be done. (EV)

ED 440 738 PS 028 475
Feagans, Laura
Salary Study, 1999.
Child Welfare League of America, Inc., Washington, DC.
Report No.—ISBN-0-87868-782-3
Pub Date—2000-00-00
Note—197p.; For the 1997 study, see ED 419 601.
Available from—Child Welfare League of America, Inc., 440 First Street, NW, Third Floor, Washington, DC 20001-2085. Tel: 202-638-2952; Fax: 202-638-4004; Web site: http://www.cwla.org; e-mail: books@cwla.org.
Pub Type— Numerical/Quantitative Data (110) — Reports - Research (143)
EDRS Price – MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—*Administrators, Child Caregivers, *Child Welfare, *Compensation (Remuneration), County Programs, Day Care Centers, Differences, Early Childhood Education, Fringe Benefits, National Surveys, Nonprofit Organizations, Preschool Teachers, Private Agencies, Promotion (Occupational), Public Agencies, Racial Differences, Regional Characteristics, Researchers, *Salaries, Sex Differences, State Government, State Programs, Supervisors, Tables (Data), Trend Analysis, *Wages, Welfare Agencies
Identifiers—Chief Executive Officers, *Child Welfare League of America
This report details a study of trends in the salaries of Chief Executive Officers (CEOs) and other personnel at member agencies of the Child Welfare League of America (CWLA). Responding to the

study's mail survey were 437 out of 977 CEOs (44.7 percent) and 337 out of 825 CWLA member agencies (40.8 percent). The bulk of the report is comprised of tables and reports of findings. Most of the tables delineate salaries by agency type, with CEO salaries also delineated by CWLA membership region, selected states, agency income, educational level, gender, and race. The positions of child protective services workers, by degree earned, have been added to the 1999 study, and the positions of other direct service practitioners are broken out as such, also by degree earned. Vacancy, turnover, and cuts rates are reported for member agencies overall and child protective services workers. Findings indicate that CEOs of voluntary child welfare agencies had a median salary of $86,700, an increase of 10.1 percent from 1997. Eighty-five percent of CEOs were Caucasian, but the average salary of non-Caucasian CEOs was higher. Assistant executive directors had a salary increase of 1.5 percent, the smallest increase since the salary study began in 1981. Four full-time position categories in voluntary agencies (directors of major programs, residential education directors, lead teachers in a day care center, and research staff with a doctorate) had median salaries that decreased between 1997 and 1999. On average, persons who install and repair telephones earned more than supervisors of child welfare agencies, education day care directors, all child protective and other direct service practitioners, day care teachers, and residential child care workers. (EV)

ED 440 739   PS 028 476
Vasquez, Jenifer
KidsCount in Colorado! 2000.
Colorado Children's Campaign, Denver.
Spons Agency—Annie E. Casey Foundation, Baltimore, MD.
Pub Date—2000-00-00
Note—105p.; For the 1999 report, see ED 432 394.
Available from—Colorado Children's Campaign, 225 East 16th Avenue, Suite B-300, Denver, CO 80203 ($25, plus $1.13 shipping and handling. Colorado residents must add sales tax.) Tel: 303-839-1580; Fax: 303-839-1354; Web site: http://www.coloradokids.org.
Pub Type— Numerical/Quantitative Data (110) — Reports - Descriptive (141)
EDRS Price – MF01/PC05 Plus Postage.
Descriptors—*Adolescents, Birth Weight, Births to Single Women, Child Abuse, Child Health, Child Welfare, *Children, *Counties, Day Care, Demography, Disabilities, Elementary Secondary Education, Health Insurance, Incidence, Mortality Rate, Poverty, Prenatal Care, Preschool Education, *Social Indicators, State Surveys, Statistical Surveys, Suicide, Tables (Data), Trend Analysis, Violence, *Well Being, Youth Problems
Identifiers—*Colorado, *Indicators
   This Kids Count report examines statewide and county trends in the well-being of Colorado's children. The statistical portrait is based on 24 indicators of well-being: (1) children receiving AFDC (Aid to Families with Dependent children); (2) children receiving TANF; (3) children qualifying for free lunch; (4) children in out-of-home placements; (5) births to single women; (6) mothers receiving early prenatal care; (7) low birth weight births; (8) children ages 0-3 with disabilities; (9) children with asthma; (10) children eligible for Child Health Plan Plus (CHP+); (11) CHP+ enrollment; (12) deaths of infants under age 1; (13) deaths of children under age 18; (14) confirmed incidents of abuse/neglect; (15) abuse/neglect referrals; (16) abuse/neglect referrals investigated; (17) child care facility closures; (18) new applications for child care facilities; (19) Child Care Pilot Communities; (20) teen birth rate; (21) three-risk-factor births; (22) teen suicide rate, 5-year average; (23) juvenile crime arrest rate; and (24) committed youth. County-level trends for data are indicated where appropriate, based on 1991, 1994, and 1998 data. The report's findings indicate that significant progress was made toward six Decade of the Child goals: infant mortality rate, immunizations, early prenatal care, deaths from child abuse, teen birth rate, paternity establishment,

and teen suicide rate. Numerous strategies are presented to "put data into action." The report also contains a special section on education, which presents information on Colorado's 176 school districts, including student achievement, school enrollment, and ethnicity of students. (EV)

ED 440 740   PS 028 479
Elliott, Kimberly Alvarado, Cecelia Copland, Joyce Surr, Wendy Farris, Marcia Genser, Andrea Emanuel, Bess Chin, Eleanor
The Many Faces of Leadership. Taking the Lead: Investing in Early Childhood Leadership for the 21st Century.
Wheelock Coll., Boston, MA. Center for Career Development in Early Care and Education.
Report No.—ISBN-1-930390-00-9
Pub Date—1999-00-00
Note—51p.; Funded by the Early Childhood Funders Collaborative.
Available from—Center for Career Development in Early Care and Education, Wheelock College, 200 The Riverway, Boston, MA 02215-4176; ($14.95, plus $3.50 shipping. Make checks payable to Wheelock College). Tel: 617-879-2211; e-mail: centers@wheelock.edu; Web site: http://www.ericps.crc.uiuc.edu/ccdece/ccdece.html.
Pub Type— Reports - Descriptive (141)
EDRS Price – MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—Child Caregivers, Cultural Pluralism, *Day Care, *Early Childhood Education, *Leaders, *Leadership, Leadership Qualities, Leadership Responsibility, Leadership Styles, Leadership Training, Program Descriptions
Identifiers—Day Care Quality
   "Taking the Lead: Investing in Early Childhood Leadership for the 21st Century" is a national initiative designed to build the capacity of the early care and education field to improve program quality. Taking the Lead is founded on the belief that a diverse cadre of early childhood and school-age care leaders is the key to achieving high-quality programs for children. This report looks at the work of Taking the Lead over the past 3 years. The report's first section, "Crisis in Early Care and Education—The Need for Leadership," discusses the challenge faced by Taking the Lead, its response, and the five key elements of leadership development: community partnerships, cultural/community context, relevant content, mentoring, and opportunities to exercise leadership. The remaining section describes the work of various Taking the Lead sites and offers suggestions—organized around the five key elements of leadership development—based on observations of their work. (EV)

ED 440 741   PS 028 480
Director Credential Action Pack. Taking the Lead: Investing in Early Childhood Leadership for the 21st Century.
Wheelock Coll., Boston, MA. Center for Career Development in Early Care and Education.
Report No.—ISBN-1-930390-03-3
Pub Date—2000-00-00
Note—47p.; Funded by the Early Childhood Funders Collaborative.
Available from—Center for Career Development in Early Care and Education, Wheelock College, 200 The Riverway, Boston, MA 02215-4176 ($15.95, plus $3.50 shipping. Make checks payable to Wheelock College). Tel: 617-879-2211; e-mail: centers@wheelock.edu; Web site: http://www.ericps.crc.uiuc.edu/ccdece/ccdece.html.
Pub Type— Guides - Non-Classroom (055)
EDRS Price – MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—*Administrators, *Credentials, *Day Care, Early Childhood Education, National Programs, Resources, Standards, State Programs
   The movement to advance directors and administrators of early childhood programs is taking hold in many communities and states. Focusing on critical elements and updates from across the nation, this packet provides resources, prototype information, and guidelines for people in the process of setting

up director credentialing programs. Sheets within the action pack address: (1) things to think about in planning for a director credential; (2) recruiting participants from underrepresented groups into leadership development and director credential programs; (3) credit for prior learning and experience; (4) training hours, credits, and formats required by state and national director credentialing initiatives; (5) distance learning sites; (6) competencies of early childhood directors; (7) training content and/or competencies required by state and national director credentialing initiatives; (8) research findings relevant to director credentialing; (9) Internet resources; (10) why director credentials are important; (11) essential elements of director credentialing systems; (12) an overview of credentialing initiatives, with contact and program information; and (13) state child care licensing requirements for directors. (EV)

ED 440 742   PS 028 481
Elliott, Kimberly Farris, Marcia Alvarado, Cecelia Peters, Cynthia Surr, Wendy Genser, Andrea Chin, Eleanor
The Power of Mentoring. Taking the Lead: Investing in Early Childhood Leadership for the 21st Century.
Wheelock Coll., Boston, MA. Center for Career Development in Early Care and Education.
Report No.—ISBN-1-930390-01-7
Pub Date—2000-00-00
Note—49p.; Funded by the Early Childhood Funders Collaborative.
Available from—Center for Career Development in Early Care and Education, Wheelock College, 200 The Riverway, Boston, MA 02215-4176 ($15.95, plus $3.50 shipping. Make checks payable to Wheelock College). Tel: 617-879-2211; e-mail: centers@wheelock.edu; Web site: http://www.ericps.crc.uiuc.edu/ccdece/ccdece.html.
Pub Type— Reports - Descriptive (141)
EDRS Price – MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—Child Caregivers, Cultural Pluralism, *Day Care, Interprofessional Relationship, Leaders, *Leadership, Leadership Qualities, Leadership Responsibility, Leadership Styles, Leadership Training, *Mentors, Professional Development, Program Descriptions
Identifiers—*Protege Mentor Relationship
   "Taking the Lead: Investing in Early Childhood Leadership for the 21st Century" is a national initiative designed to build the capacity of the early care and education field to improve program quality. Taking the Lead is founded on the belief that a diverse cadre of early childhood and school-age care leaders is the key to achieving high-quality programs for children. This report looks at the role mentoring has played in the work of several Taking the Lead sites over the past 3 years. The report's first section, "Crisis in Early Care and Education—The Need for Leadership" discusses the challenge faced by Taking the Lead, its response, and the five key elements of leadership development: community partnerships, cultural/community context, relevant content, mentoring, and opportunities to exercise leadership. The next section focuses on mentoring, using observations from specific sites to address: (1) how to make meaning of mentoring; (2) effective approaches to mentoring; (3) community and cultural context; (4) personal and professional growth; and (5) learning opportunities for mentors and proteges. The final section discusses designing a personal mentoring approach and provides a list of questions to help assess the mentoring needs of early childhood emerging and existing leaders in the community. (EV)

ED 440 743   PS 028 482
Report on Child Poverty in West Virginia. West Virginia Kids Count Data Book: 1998 County Profiles of Child Well-Being.
West Virginia Kids Count Fund, Charleston.; West Virginia Univ., Morgantown. Survey Research Center.
Spons Agency—Annie E. Casey Foundation, Bal-

timore, MD.
Pub Date—1998-00-00
Note—185p.
Pub Type— Numerical/Quantitative Data (110) —
Reports - Descriptive (141)
EDRS Price – MF01/PC08 Plus Postage.
Descriptors—Adolescents, Birth Weight, Births to
Single Women, Child Abuse, Child Health,
Child Neglect, *Children, *Counties, Delin-
quency, Demography, Dropout Rate, Early Par-
enthood, Economic Status, Elementary
Secondary Education, Incidence, Mortality
Rate, *Poverty, Prenatal Care, Preschool Edu-
cation, Safety, *Social Indicators, Statistical
Surveys, Tables (Data), Trend Analysis, Vio-
lence, *Well Being, Youth Problems
Identifiers—*Indicators, Project Head Start,
*West Virginia
This Kids Count data book examines statewide
and county trends in the well-being of West Vir-
ginia's children. Following a summary which
describes overall findings, the bulk of the report
presents the statistical portrait, based on 12 indica-
tors of well-being: (1) percent of low birth weight
babies; (2) infant mortality rate; (3) child death
rate; (4) percent of eligible children served by Head
Start; (5) percent of children approved for free and
reduced school meals; (6) child abuse/neglect rate;
(7) teen birth rate; (8) percent of births to unmarried
teens; (9) percent high school dropouts; (10) juve-
nile delinquency case rate; (11) teen violent death
rate; and (12) percent of births to mothers with less
than a twelfth-grade education. Trends for data are
indicated where appropriate, based on 1980 and
1996 data. Statewide, several indicators show
improvement, while the rates of low birth weight
babies and births to unmarried teens have increased.
A special section on child poverty in West Virginia
is also included. (EV)

ED 440 744   **PS 028 483**
A Report on Child Care in West Virginia.
  West Virginia Kids Count Data Book: 1999
  County Profiles of Child Well-Being.
West Virginia Kids Count Fund, Charleston.;
  West Virginia Univ., Morgantown. Survey Re-
  search Center.
Spons Agency—Annie E. Casey Foundation, Bal-
  timore, MD.
Pub Date—1999-00-00
Note—186p.
Pub Type— Numerical/Quantitative Data (110) —
Reports - Descriptive (141)
EDRS Price – MF01/PC08 Plus Postage.
Descriptors—*Adolescents, Birth Weight, Births
to Single Women, Child Abuse, Child Health,
Child Neglect, *Children, *Counties, Day
Care, Delinquency, Demography, Dropout Rate,
Early Parenthood, Economic Status, Elementa-
ry Secondary Education, Incidence, Mortality
Rate, Poverty, Prenatal Care, Preschool Educa-
tion, Safety, *Social Indicators, Statistical Sur-
veys, Tables (Data), Trend Analysis, Violence,
*Well Being, Youth Problems
Identifiers—*Indicators, Project Head Start,
*West Virginia
This Kids Count report examines statewide and
county trends in the well-being of West Virginia's
children. Following a summary which describes
overall findings, the bulk of the report presents the
statistical portrait, based on 12 indicators of well-
being: (1) percent low birth weight babies; (2)
infant mortality rate; (3) child death rate; (4) per-
cent of eligible children served by Head Start; (5)
percent children approved for free and reduced
school meals; (6) child abuse/neglect rate; (7) teen
birth rate; (8) percent births to unmarried teens; (9)
percent high school dropouts; (10) juvenile delin-
quency case rate; (11) teen violent death rate; and
(12) percent births to mothers with less than a
twelfth-grade education. Trends for data are indi-
cated where appropriate, based on 1990 and 1997
data. Statewide, several indicators show improve-
ment, while the rates of low birth weight babies,
children approved for free and reduced school
meals, births to unmarried teens, and juvenile delin-
quency have increased. The report includes a spe-
cial section on day care in West Virginia. (EV)

ED 440 745   **PS 028 484**
Benjamin, Diane Thompson, Kerri
Information Is Power! A Child Advocate's
  Guide to Fear-Free Fact Finding. Revised.
Kids Count Minnesota, Minneapolis.
Spons Agency—Children's Defense Fund-Minne-
sota, St. Paul.; Polk Bros. Foundation, Chica-
go, IL.
Pub Date—1998-00-00
Note—65p.; Minnesota Kids Count is a joint
project of the Children's Defense Fund-Minne-
sota and the Congregations Concerned for
Children—Child Advocacy Network.
Available from—Congregations Concerned for
Children—Child Advocacy Network, 122 West
Franklin Ave., Minneapolis, MN 55404. Tel:
888-870-1402 (Toll Free).
Pub Type— Guides - Non-Classroom (055)
EDRS Price – MF01/PC03 Plus Postage.
Descriptors—*Child Advocacy, *Children, *Data
Collection, Elementary Secondary Education,
Information Needs, *Information Seeking, In-
formation Sources, Information Utilization,
Preschool Education, *Statistical Analysis,
*Well Being
Identifiers—Minnesota
Noting that obtaining facts and figures on impor-
tant policy issues related to children is the critical
first step toward identifying what is working and
what needs improvement, this Kids Count guide is
designed to help local community members find
and use data on the condition of children and fami-
lies in Minnesota. The guide describes how to select
the right information, locate the source of the infor-
mation, and perform basic mathematical calcula-
tions. Following the introductory chapter, Chapter 2
details a step-by-step process for requesting data.
Chapter 3 describes key data sources, including the
U.S. Census, and national and Minnesota sources
for information on education and child care, mater-
nal and child health, family economics, and child
welfare; and discusses the use of race and ethnicity
data. Chapter 4 provides information on calculating
basic statistics on obtained data, including calculat-
ing percentages, rates, and ratios, calculating
change over time, accounting for inflation, and pre-
senting data effectively. Chapter 5 presents sugges-
tions for using data responsibly. The guide
concludes with a list of Internet data sources, rele-
vant acronyms and abbreviations, and a worksheet
for creating a fact sheet for a particular community.
(KB)

ED 440 746   **PS 028 485**
Coffin, Linda
Measuring the Economic Well-Being of Fami-
  lies and Children, 1999.
Children's Defense Fund-Minnesota, St. Paul.;
  Kids Count Minnesota, Minneapolis.
Spons Agency—Annie E. Casey Foundation, Bal-
  timore, MD.
Pub Date—1999-00-00
Note—57p.; Minnesota Kids Count is a joint
project of the Children's Defense Fund-Minne-
sota and the Congregations Concerned for
Children—Child Advocacy Network.
Available from—Congregations Concerned for
Children—Child Advocacy Network, Joint Re-
ligious Legislative Coalition, 122 West Frank-
lin Avenue, Minneapolis, MN 55404 ($5, plus
$1 postage and handling). Tel: 888-870-1402
(Toll-Free); Tel: 612-870-3670; Web site: http:/
/www.cdf-mn.org.
Pub Type— Numerical/Quantitative Data (110) —
Reports - Descriptive (141)
EDRS Price – MF01/PC03 Plus Postage.
Descriptors—Children, Dependents, Economic
Change, Economic Factors, *Family (Sociolog-
ical Unit), *Family Financial Resources, *Fam-
ily Income, Income, Industry, Poverty, *Social
Indicators, State Surveys, Statistical Surveys,
Tables (Data), Unemployment, *Well Being
Identifiers—*Indicators, *Minnesota
This Kids Count report assembles some of the
indicators that describe the economic environment
of Minnesota children and families. The report is
intended to serve as a resource for policymakers at
the city, county, and state levels, as well as commu-
nity advocates, parents, and those who work with

children. Section 1 of the report presents statistical
findings for the following indicators for the state as
a whole and for 11 economic development regions:
(1) children and adults living in poverty; (2) per
capita personal income; (3) minimum family
income needed; (4) unemployment rate; (5) ratio of
dependents to workers; (6) major industries and
projected growth; (7) ratio of government payments
to wages and salaries; (8) children's services spend-
ing per capita; and (9) revenue-raising capacity.
Section 2 is organized by region and outlines trends
in each indicator from the middle to the late 1990s.
The report concludes with information on data
sources and definitions. (KB)

ED 440 747   **PS 028 486**
Coffin, Linda
Minnesota Kids: A Closer Look. 2000 Data
  Book.
Kids Count Minnesota, Minneapolis.; Children's
  Defense Fund-Minnesota, St. Paul.
Spons Agency—Annie E. Casey Foundation, Bal-
  timore, MD.
Pub Date—2000-00-00
Note—266p.; For the 1999 Data Book, see ED
429 706.
Available from—Congregations Concerned for
Children—Child Advocacy Network, Joint Re-
ligious Legislative Coalition, 122 West Frank-
lin Avenue, Minneapolis, MN 55404 ($12, plus
$3 postage and handling). Tel: 888-870-1402
(Toll Free); Tel: 612-870-3670; Web site: http:/
/www.cdf-mn.org.
Pub Type— Numerical/Quantitative Data (110) —
Reports - Descriptive (141)
EDRS Price – MF01/PC11 Plus Postage.
Descriptors—Adolescents, Birth Weight, Child
Abuse, *Child Health, Child Neglect, *Chil-
dren, *Counties, Crime, Delinquency, Demog-
raphy, Dropout Rate, Early Parenthood, Foster
Care, Incidence, Lunch Programs, Poverty,
*Social Indicators, State Surveys, Statistical
Surveys, Tables (Data), Trend Analysis, Vio-
lence, Welfare Recipients, *Well Being, Youth
Problems
Identifiers—Arrests, Child Mortality, *Indica-
tors, *Minnesota, Out of Home Care, School
Lunch Program
This Kids Count data book examines trends in the
well-being of Minnesota's children. The statistical
portrait is based on 11 indicators of child well-
being: (1) child poverty rate; (2) children receiving
free or reduced-price school lunch; (3) children in
families receiving food stamps; (4) births to teenage
mothers; (5) low birth weight rates; (6) children
transferring schools; (7) drop-out rates; (8) children
arrested for serious crime; (9) child abuse and
neglect rates; (10) children in out-of-home place-
ments; and (11) children dying violently. Follow-
ing an introduction detailing the major findings, the
report provides regional and statewide statistical
summaries for each indicator, discusses the impor-
tance of the indicator, describes potential improve-
ment strategies, provides information on resources
related to the indicators, and describes Minnesota
trends. Four stories are interspersed throughout the
data book to illustrate the results of Kids Count
efforts in various counties. The bulk of the report
provides statistical information on the indicators
for each county. Findings indicate that 1 in 9 Min-
nesota children lived below the poverty line in
1996. The teen birth rate has declined by 20 percent
from the 1993-95 rate. Almost every region of the
state showed an increase in the rate of low birth
weight infants. Arrests of children for serious crime
has also increased from earlier in the decade. There
has been a steady decline in child deaths due to inju-
ries. The report concludes with definitions of the
indicators and their sources. (KB)

ED 440 748   **PS 028 489**
Family Support Centers: A Program Manag-
  er's Toolkit. Volume I: Program Planning
  and Evaluation [and] Volume II: Managing
  Ongoing Operations [and] Volume III: The
  Power of Partnership.
Family Support America, Chicago, IL.
Report No.—ISBN-1-885429-25-8;   ISBN-1-

885429-26-6; ISBN-1-885429-27-4
Report No.—
Report No.—
Pub Date—2000-00-00
Note—484p.
Available from—Family Support America, 20 N. Wacker Drive, Suite 1100, Chicago, IL 60606 (3-Volume set, Members, $82.50; Non-Members, $100. Individually, Members, $32.50 each; Non-Members, $39 each). Tel: 312-338-0900; Fax: 312-338- 1522; Web site: http://www.familysupportamerica.org; e-mail: info@familysupportamerica.org.
Pub Type— Books (010) — Guides - Non-Classroom (055)
EDRS Price – MF02 Plus Postage. PC Not Available from EDRS.
Descriptors—Administrative Organization, Agencies, Agency Cooperation, Child Development, *Community Programs, Cooperation, Cultural Influences, Cultural Pluralism, Family (Sociological Unit), Family Involvement, Family Needs, *Family Programs, Financial Support, Outreach Programs, *Program Administration, Program Design, Program Development, Program Evaluation, *Program Implementation, Strategic Planning
Identifiers—Family Communication, *Family Support
Since their appearance in the early 1970s, family support programs have represented a new way of working with families, based on the partnership they establish with families, their acceptance in the community as an asset and resource for all families, and the trusting relationship they build with families who participate in these programs. This document is comprised of a 3-volume guide for planning and operating a family support center, a community-based program to provide formal and informal supports to families. Volume 1 of the document, "Program Planning and Evaluation," contains the following chapters: (1) "What Is a Family Support Center?"; (2) "Strategic Planning"; (3) "Programs: Developing the Core"; (4) "Programs: Meeting Community Needs"; (5) "Delivering Programs Effectively"; (6) "Evaluating Your Center"; and (7) "Finding the Path: The Future of the Family Support Movement." Volume 2, "Managing Ongoing Operations," offers information and guidance on: (8) "Staffing Your Center"; (9) "Creating an Optimal Space"; (10) "Budgeting and Financial Management"; (11) "Fundraising"; and (12) "Organizational Structure." Volume 3, "The Power of Partnership," contains the following chapters: (13) "Family Involvement and Leadership"; (14) "Collaborating in Your Community and Beyond"; (15) "Respecting and Strengthening Culture"; and (16) "Outreach and Communications." (KB)

ED 440 749   PS 028 496

Hyun, Eunsook

Ecological Human Brain and Young Children's "Naturalist Intelligence" from the Perspective of Developmentally and Culturally Appropriate Practice (DCAP).

Pub Date—2000-04-00
Note—26p.; Paper presented at the Annual Conference of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).
Pub Type— Information Analyses (070) — Speeches/Meeting Papers (150)
EDRS Price – MF01/PC02 Plus Postage.
Descriptors—*Brain, Cognitive Development, Culturally Relevant Education, Curiosity, *Developmentally Appropriate Practices, Early Childhood Education, Experiential Learning, Exploratory Behavior, *Intelligence, Multiple Intelligences, *Preschool Curriculum, Student Centered Curriculum, Theories, *Young Children
Identifiers—Brain Development, Child Centered Education, Critical Period (Psychology), Cultural Universals
Based on the view that young children have a different intellectual culture from adults' in the way they know and understand nature, this paper explores ecological human brain development, children's intellectual culture of naturalist intelligence,

and developmentally and culturally congruent curricula for young children. The paper discusses the theoretical connection between developmentally and culturally appropriate practice (DCAP) and the ecological human brain. Gardner's view of naturalist intelligence is presented as the ability to recognize and classify plants, minerals, and animals needed to survive. The paper argues that across all cultures, children have a unique affinity for the natural environment different from that of adults and that adults often respond in intellectually incongruent ways to children's knowledge constructions about nature. The paper contends that failing to support children's knowledge construction about nature during critical periods can have serious implications for how children will relate to the natural world over their lifespan. The paper describes the ecological brain as dependent on social-cultural input and as constantly changing structure and function in response to external experiences. The paper also describes the DCAP base curriculum as an exploratory curriculum that responds to, validates, and reinforces children's naturalist intelligence. The paper concludes by asserting that responses to children's naturalist intelligence should be based on their curiosity-center intellectual culture and reflected in daily exploratory curriculum. (Contains 44 references.) (KB)

ED 440 750   PS 028 497

Martin, LeaAnn Tyson

Perceptions of High, Average and Low Performance Second Graders about Physical Education and Physical Education Teachers.

Pub Date—2000-04-00
Note—37p.; Paper presented at the Annual Conference of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).
Pub Type— Reports - Research (143) — Speeches/Meeting Papers (150)
EDRS Price – MF01/PC02 Plus Postage.
Descriptors—Comparative Analysis, *Elementary School Students, Grade 2, *Physical Education, *Physical Education Teachers, Primary Education, *Student Attitudes
Noting that students' perceptions and feelings contribute to their attitudes toward specific content areas, teachers, and the school experience, this study examined perceptions of second graders about physical education and physical education teachers. Participating were 61 second graders from 4 classes in 2 schools. The students were videotaped for three class sessions and coded for successful and unsuccessful practice trials of each skill performed in the three classes. Students were then categorized as high, average, and low performance. Twenty-nine of the students who had parental permission were later interviewed regarding whether they liked physical education, what they liked and disliked about physical education, important things to learn in physical education, and characteristics of good and bad physical education teachers. Findings indicated that students liked physical education, primarily because they viewed it as fun. They identified good teachers as nice and knowledgeable and poor teachers as mean, too strict, and angry at students. For each of the interview questions, the most prevalent responses were provided by students from all skill performance groups. Students from the high skill performance group were more specific in their responses than others. Students in low and average skill performance groups made more references to non-physical education behaviors, safety, and injury in their responses. (Contains 29 references and 7 tables.) (KB)

ED 440 751   PS 028 498

da Costa, Jose L. Bell, Susan

Full Day Kindergarten at an Inner City Elementary School: Perceived and Actual Effects.

Pub Date—2000-04-00
Note—24p.; Paper presented at the Annual Conference of the American Educational Research Association (New Orleans, LA, April 24-28,

2000).
Pub Type— Reports - Research (143) — Speeches/Meeting Papers (150)
EDRS Price – MF01/PC01 Plus Postage.
Descriptors—Comparative Analysis, Emergent Literacy, Emotional Development, Foreign Countries, *Full Day Half Day Schedules, *Kindergarten, Kindergarten Children, Peer Relationship, Play, Primary Education, Problem Solving, Reading Skills, School Schedules, Social Development, Teacher Student Relationship, Urban Education
Identifiers—Canada (West), *Prereading Skills
This study examined the actual and perceived effects of full-day kindergarten on students' growth in play and problem solving, language and literacy, and socioemotional development. Participating in the study were two kindergarten teachers and their classrooms serving similar diverse inner city populations in western Canada, one a half-day program and the other a full-day program. Data sources included semi-structured interviews with kindergarten staff, anecdotal comments generated by the teacher throughout the year for student report cards, quantitative data on student progress, and quantitative data on a comparison group of students in a half-day kindergarten. The findings indicated that both programs were generally in keeping with principles exhibited by exemplary programs. Instruction in both programs was focused on the whole child and emphasized the role of the learner in social context. All students in the full-day program experienced substantial growth over the course of the year in play and problem solving, language and literacy, and socioemotional development. The majority of the full-day students were either already reading or on the verge of reading independently. Full-day students experienced significantly greater growth in reading prerequisite skills than half-day students. Play-based instruction was highly effective for kindergartners. Full-day kindergarten may be especially beneficial for students of low socioeconomic backgrounds. The full-day program was only possible due to the donation of an anonymous benefactor. Based on findings, it was concluded that the sensitivity to detect differences between the two types of programs needs to be increased. (Contains 13 references.) (KB)

ED 440 752   PS 028 499

Moseman, Cindy C.

Primary Teachers' Beliefs Regarding Family Competence for Providing Input To Help Meet Children's Educational Needs.

Pub Date—2000-04-27
Note—18p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).
Pub Type— Reports - Research (143) — Speeches/Meeting Papers (150)
EDRS Price – MF01/PC01 Plus Postage.
Descriptors—*Beliefs, *Elementary School Teachers, Family Influence, Family School Relationship, Nominal Group Technique, *Parent Participation, *Parent Role, Parent Student Relationship, *Preschool Teachers, Primary Education, Q Methodology, *Teacher Attitudes, Teacher Role
This study examined the views of kindergarten, first-, and second-grade teachers regarding families' competence to contribute knowledge to their child's educational process. In the first part of the study, 33 teachers from a variety of schools participated in small-group nominal group technique discussions. Their beliefs then contributed to the development of Q statements, which were later sorted by 43 kindergarten, first- and second-grade teachers. Seven teachers, representing the varied beliefs expressed through the Q sort, were interviewed to clarify the three factors emerging from the Q analysis. Three perspectives were identified: (1) Valuers, who place value on family influence to varying degrees; (2) Categorizers, who tend to dichotomize families as competent or not and family input as worthy or not, and who felt that families could not provide decision making about their child at school; and (3) Tunnel Visioners, who see limited uses and benefits of family classroom influences and feel that fami-

lies are competent only regarding information on their own child's education at school. Further analysis of these perspectives showed all the Categorizers and Tunnel Visioners were also Low Valuers. High Valuers were more likely to have wide-ranging family competency beliefs than Low Valuers, Categorizers, or Tunnel Visioners. High Valuers used information obtained from families to understand their interests, activities, and circumstances, whereas Categorizers, Tunnel Visioners, and Low Valuers used such information to evaluate or judge families. Only some High Valuers took an active role in encouraging many areas of family influence. (Contains 37 references.) (KB)

ED 440 753   PS 028 500

Tirri, Kirsi

The Development of Empathy and Role-Taking Skills in Pupils from Grades Six to Nine.

Pub Date—2000-04-00

Note—18p.; Paper presented at the Annual Conference of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).

Pub Type— Reports - Research (143) — Speeches/ Meeting Papers (150)

EDRS Price – MF01/PC01 Plus Postage.

Descriptors—*Age Differences, Comparative Analysis, Content Analysis, *Early Adolescents, *Empathy, Foreign Countries, Intermediate Grades, Moral Development, Moral Issues, Moral Values, *Perspective Taking, Secondary Education, *Sex Differences, Value Judgment

Identifiers—Finland, Justice Reasoning, Moral Orientation, Moral Reasoning

This study examined the development of empathy and role-taking skills in 194 Finnish students in Grades 6 and 9. Students wrote a story about a moral conflict in their school involving themselves or their friends. Story content and theme were analyzed and compared across age groups. Findings indicated that the themes of conflicts could be categorized as follows: (1) harassing; (2) peer relations; (3) teacher behavior; (4) adult behavior; and (5) common rules. Harassing was a more common theme for sixth graders (about 55 percent of stories) than for ninth graders (30 percent). The most common conflict theme identified by ninth graders was unjust teacher behavior (almost 50 percent). Conflicts over friendships and interpersonal social behavior were typical of sixth grade girls. Sixth graders' stories presented more themes related to adult than to teacher behavior. Sixth graders most often wrote about conflict between two students, whereas ninth graders wrote about conflicts between teachers and students. Sixth grade boys were clearly justice-oriented in their solutions to conflicts. About half the sixth grade girls expressed care-oriented moral judgments in their stories, with 38 percent expressing a justice-orientation. About half the ninth grade boys were justice-oriented, 14 percent were care-oriented, and 26 percent expressed no type of moral judgment. Ninth grade girls were more justice-oriented than sixth grade girls, with about 40 percent favoring justice-oriented solutions and 38 percent favoring care-oriented solutions. (Findings are discussed within a framework of emotional intelligence. (Contains 16 references.) (KB)

ED 440 754   PS 028 501

Hosley, Cheryl A.

Early Childhood Education Programs: A Review of Program Models and Effectiveness.

Wilder Research Center, St. Paul, MN.

Pub Date—2000-03-00

Note—87p.

Pub Type— Information Analyses (070)

EDRS Price – MF01/PC04 Plus Postage.

Descriptors—*Day Care, Day Care Effects, *Delivery Systems, Early Experience, Educational Quality, *Family Programs, Literature Reviews, *Models, Preschool Curriculum, *Preschool Education, Preschool Evaluation, *Program Effectiveness, Special Needs Stu-

dents, State of the Art Reviews, Student Centered Curriculum

Identifiers—Day Care Quality

This literature review summarizes information related to the major models of providing education, child care, and family-oriented services to an early childhood population, the effectiveness of these models, and strategies for delivering early childhood services for children with special needs. The focus of the review is on information presented within the past 30 years on center-based programs serving toddlers and preschoolers and their families, with an emphasis on analyzing information collected in the 1990s. Information for the review was collected from computerized bibliographic databases, relevant journal contents, and Internet resources. The review begins with a general discussion of features of high quality early childhood programs and factors that influence parent satisfaction with these programs. Second, a review of child-focused and family-focused approaches to early childhood is presented, including an analysis of the short- and long-term effectiveness of these models. Third, issues related to providing care for children with special needs are presented. The review concludes with recommendations regarding: (1) addressing the needs of the target population; (2) service intensity, onset, and duration; (3) general features of program quality; (4) child-focused and/ or family-focused services; (5) provision of mental health services; and (6) appropriate program goals. A list of model programs is appended. (Contains approximately 550 references.) (KB)

ED 440 755   PS 028 502

Canniff, Julie G.

A Cultural Epistemology of Success: Perspectives from within Three Cambodian Families.

Pub Date—2000-04-00

Note—19p.; Paper presented at the Annual Conference of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).

Pub Type— Reports - Research (143) — Speeches/ Meeting Papers (150)

EDRS Price – MF01/PC01 Plus Postage.

Descriptors—*Academic Achievement, Adolescents, *Asian Americans, Buddhism, *Cambodians, Case Studies, *Cultural Influences, Cultural Pluralism, Ethnography, Family Attitudes, Family Environment, Grandparents, *Immigrants, Parents, Qualitative Research, Religious Factors, Spirituality, *Success

Identifiers—Spiritual Values

Noting that success defines the American identity, this ethnographic case study examined the dynamics of culture, spirituality, and success in the lives of three generations of three Cambodian families. The study pursued three research objectives: (1) to challenge the dominance of quantitative measures to judge refugee students' academic success; (2) to expand understanding of the role of grandparents and community elders in modeling expectations of success; and (3) to illuminate the power of spiritual belief systems to inspire perceptions of success not part of normative culture. Participating in the 3-year study were 3 families comprising 28 people from the Cambodian refugee community in an eastern metropolitan area. Data were collected by means of participant observations and interviews. Categories of success were derived from crafted profiles. All participants read their profiles to improve interpretive validity. The findings illustrate that Khmer grandparents convey a cultural model to grandchildren emphasizing a Theravada Buddhist epistemology, focusing on living in the present, balancing wisdom with compassion, and finding one's own path or "karma." Parents varied in their degree of Americanization and in their perceptions of success. Although parents hold firm to the concept of karma, they have added American concepts such as equal opportunity, higher education, and secure middle-class jobs. The most important criteria for a successful life continues to be maintenance of the family bond. The adolescents are cognizant of the actions which bring merit to them and their families and strive to meet those expectations.

Findings pose implications for education related to religious pluralism. (Contains 22 references.) (KB)

ED 440 756   PS 028 503

Klein, Evelyn R. Hammrich, Penny L. Bloom, Stefanie Ragins, Anika

Language Development and Science Inquiry: A Child-Initiated and Teacher-Facilitated Program.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—2000-04-00

Note—18p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).

Pub Type— Reports - Research (143) — Speeches/ Meeting Papers (150)

EDRS Price – MF01/PC01 Plus Postage.

Descriptors—Developmentally Appropriate Practices, Early Childhood Education, Elementary School Curriculum, *Hands on Science, Inquiry, Parent Participation, Preschool Curriculum, Program Descriptions, Program Evaluation, Questioning Techniques, *Science Education, *Scientific Concepts, *Student Centered Curriculum, Teacher Guidance, Teacher Role, Teacher Student Relationship, Teaching Methods, *Young Children

The Head Start on Science and Communication Program (HSSC) is a model that fosters science learning for young children through a systematic approach to language development. The HSSC program emphasizes the development of language skills through an explicit teacher-directed and exploratory child-centered approach to acquiring science knowledge and is based on the American Association for the Advancement of Science Benchmarks, developmentally appropriate practices, and cognitive-linguistic concepts for classroom communication. Participants in Phase 1 of the project represented 12 Head Start classrooms in Philadelphia and New Jersey, and included teachers, classroom assistants, and parents. Phase 1 included a summer institute for interactive inquiry-based training, ongoing technical assistance and support for program implementation, and extending implementation to community-based science-rich centers. Evaluation data were collected by means of surveys, on-site observations, and interviews. Phase 1 findings indicated that classroom assistants gave away substantially more answers to students than did teachers and parents, who encouraged more problem solving through questioning. Following the training, eight classrooms were observed to engage in small-group problem-solving teams with verbal interactions among teachers and students. Three classes had a combination of collaborative and competitive activities, and one class remained predominately competitive. Following program implementation, participants indicated that they changed their classroom focus to one primarily inquiry-based. Phase 2 of the project involved further implementation with Cohort 1, refinement of program materials to include 30 science experiments and a manual, and expansion to kindergarten through second grade. (Contains 30 references.) (KB)

ED 440 757   PS 028 504

Lin, Chia-ling Ness, Daniel

Taiwanese and American Preschool Children's Everyday Mathematics.

Pub Date—2000-04-00

Note—28p.; Paper presented at the Annual Conference of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).

Pub Type— Reports - Research (143) — Speeches/ Meeting Papers (150)

EDRS Price – MF01/PC02 Plus Postage.

Descriptors—Comparative Analysis, *Cultural Differences, Foreign Countries, *Knowledge Level, *Mathematics Activities, *Play, *Preschool Children, Preschool Education

Identifiers—Taiwan, United States

Noting that little is known about young children's informal mathematical knowledge and that such knowledge may contribute to national differences in

mathematics achievement, this study examined Taiwanese and American preschool children's informal mathematical knowledge and the type of mathematical activities they encounter in everyday life. Data were collected by means of 15-minute videotapes of 114 preschoolers, 4 and 5 years old, from 2 preschools in Taipei and 5 preschools in New York City during free play. There were no gender or social class differences in the amount of time spent in different mathematical activities for either cultural group. Data indicated that Taiwanese children spent significantly more time (about 10 of the 15 minutes) in mathematical activity than did American children (about 6 minutes). Children in both groups were involved in pattern and shape activities more than any other mathematical activities. Taiwanese children spent more time in pattern and shape and in spatial relations activities than did American children, even with Lego and block play held constant. There were no cultural differences in the complexity of play related to magnitude comparison and enumeration. Taiwanese children showed much more complex play with patterns and shapes than did American children. (Contains 15 references.) (KB)

ED 440 758   PS 028 505

Espiritu, Evangeline Meier, Daniel Villazana-Price, Norma Wong, Manuel Kichi

Promoting Practitioner Research in Early Childhood Education: A Collaborative Focus on Language, Development, and Diversity.

Spons Agency—Spencer Foundation, Chicago, IL.

Pub Date—2000-04-00

Note—20p.; Paper presented at the Annual Conference of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).

Pub Type— Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price – MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Culturally Relevant Education, Developmentally Appropriate Practices, Emergent Literacy, *Partnerships in Education, *Preschool Curriculum, Preschool Education, *Preschool Teachers, Program Descriptions, Program Implementation, *Teacher Researchers, *Theory Practice Relationship

This paper describes a 2-year project establishing an interpretive community of field-based teacher researchers and a university-based teacher researcher at four urban preschools in San Francisco, California. The primary research focus of the project is an examination of practical and theoretical connections between current notions of developmentally appropriate curriculum and culturally responsive language and literacy teaching for 2- to 5-year-olds. The paper describes the initial formation of the group and the project focus and implementation, reflects on the teacher research process, and presents implications for strengthening practitioner inquiry in the field of early childhood education. (Contains 14 references.) (Author/KB)

ED 440 759   PS 028 506

Barnard, Cynthia Hovingh, Lori Nezwek, Michele Pryor-Bayard, Deborah Schmoldt, Jill Stevens, James Sturrus, Wendy Wabeke, Susan Weaver, Lorie

Recommendations for Improving the Recruitment of Male Early Childhood Education Professionals: The Female Viewpoint.

Pub Date—2000-04-00

Note—57p.; Masters Project, Grand Valley State University.

Pub Type— Dissertations/Theses (040)

EDRS Price – MF01/PC03 Plus Postage.

Descriptors—*Early Childhood Education, *Elementary School Teachers, Higher Education, *Males, *Preschool Teachers, *Teacher Attitudes, Teacher Education Programs, Teacher Employment Benefits, *Teacher Recruitment, Teacher Role, Teacher Salaries, Teaching (Occupation)

Based on the view that more male role models are needed for young children and that there would be pedagogical benefits to having greater numbers of male early childhood teachers, this study examined female teachers' perceptions of barriers to men entering early childhood education (ECE) and their recommendations for recruiting males into ECE positions. Participating in the study were 46 female teachers in grades preschool through 2 in 3 Michigan counties. Teachers were asked to respond on a Likert scale to statements regarding males' decision to teach young children, benefits for male early childhood educators, and societal attitudes toward male teachers of young children. The findings indicated that respondents thought that salaries were inadequate to recruit males to or retain males in early childhood positions. Respondents believed that men's decision to enter the field was influenced by same gender role models and prior experience with young children. They thought that men would be discouraged by low numbers of male colleagues, but that male ECE teachers feel accepted by parents and the educational community. Respondents agreed that males must act differently in their interactions with young children and that they are more likely to avoid ECE because of the risk of sexual abuse allegations. They agreed that media campaigns appealing to masculine and nurturing aspects of ECE would help to recruit men teachers and that ECE teacher preparation programs need to actively recruit men. (The survey is appended. Contains 41 references.) (KB)

ED 440 760   PS 028 507

Rainer, Julie Guyton, Edi Bowen, Christie

Constructivist Pedagogy in Primary Classrooms.

Pub Date—2000-04-00

Note—23p.; Paper presented at the Annual Conference of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).

Pub Type— Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price – MF01/PC01 Plus Postage.

Descriptors—Comparative Analysis, *Constructivism (Learning), Educational Practices, Educational Theories, *Elementary School Teachers, Primary Education, Qualitative Research, *Teacher Student Relationship, Teaching Methods, *Theory Practice Relationship

Noting the difficulty in translating constructivist theory into effective practice, this study examined how primary school teachers implemented constructivist education into their kindergarten through second-grade classrooms. Participating in the study were six teachers who had received master's degrees from a constructivist program and who had been rated by faculty as successful on five dimensions related to constructivist theory. Data were collected by means of classroom observations, interviews, and surveys. These were analyzed using the qualitative methods of developing constructs, writing analytic memos, defining conceptual schemes, and writing classroom vignettes. The findings revealed that three teachers used more traditional approaches and three used more constructivist approaches. All scored high on the constructivist teaching scale of the Teachers' Belief Survey. The traditional teachers scored just as high on the behaviorist scale, whereas the constructivist teachers scored significantly lower. Teaching processes varied between the two groups, although both groups respected children, motivated hands-on activities, and provided effective management. A focused analysis of the three constructivist teachers and their classrooms supports the elements of constructivist classrooms identified by DeVries and others (1998) as well as three broader characteristics: the importance of children, interactions among classroom participants, and engagement in academic activity. A vignette of one classroom illustrates important constructs to consider in constructivist education, including respectful relationships, real conversations and purposeful talking, intellectual engagement, and shared ownership and responsibility in behavior, learning, and the classroom environment. (Contains 31 references.) (KB)

ED 440 761   PS 028 508

Hallam, Susan Ireson, Judith Mortimore, Peter

Davies, Jane

Children's Socialisation into Schools' Learning Contexts: Ability Grouping in the UK Primary School.

Pub Date—2000-04-00

Note—16p.; Paper presented at the Annual Conference of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).

Pub Type— Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price – MF01/PC01 Plus Postage.

Descriptors—Case Studies, Comparative Analysis, Educational Philosophy, *Educational Practices, Elementary Education, *Elementary School Students, Foreign Countries, *Grouping (Instructional Purposes), *Homogeneous Grouping, *School Attitudes, *Student Attitudes

Identifiers—United Kingdom

As the incidence of ability grouping at the primary level increases in the United Kingdom, questions remain regarding the effect of various grouping arrangements on students' personal and social development and the role of the school ethos in adopting particular ability grouping structures. This research explored the rationale given by primary schools for adopting ability grouping practices; how students of different ages and abilities experienced, understood, and were socialized into the grouping practices; and how grouping affected student attitudes toward school. Participating in the case study were students and staff at six schools; each school had adopted a different type of ability grouping. Data were collected by means of interviews conducted with educators, administrators, and six students from each age group. Findings indicated that despite differences in grouping practices, there was considerable commonality in their written philosophies and aims. Many students were able to provide rationales for their school's grouping practices that were consistent with those of staff. Some students suggested disadvantages associated with ability grouping, and over 40 percent had experienced or witnessed teasing related to grouping practices or academic ability. One school had a markedly lower level of teasing, although students were aware of the grouping in place, suggesting that other factors such as school ethos or parents' and teachers' attitudes may also influence teasing. Most students expressed positive school attitudes, although none of the reasons for liking/disliking school were related to grouping. (Contains 20 references.) (KB)

ED 440 762   PS 028 509

Werum, Regina E.

The Ethnic Dimensions of Social Capital: How Parental Networks Shape Track Placement in Germany.

Spons Agency—Spencer Foundation, Chicago, IL.; National Academy of Education, Washington, DC.

Pub Date—2000-04-00

Note—38p.; Paper presented at the Annual Conference of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).

Pub Type— Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price – MF01/PC02 Plus Postage.

Descriptors—*Ability Grouping, *Adolescents, Comparative Analysis, Elementary Secondary Education, Family Involvement, Family Size, Foreign Countries, Friendship, Immigrants, Interpersonal Relationship, *Parent Background, *Parents, Social Differences, Social Integration, Social Life, Social Support Groups, Socialization, Student Placement, *Track System (Education)

Identifiers—Ethnic Differences, Family Activities, Germany, *Parent Community Relationship, *Social Capital

This research examined the relationship between parental social capital and children's educational track placement in Germany, and how parental social capital differentially affected the tracking experiences of German and non-German children. Parental social capital was defined as the degree to

which adults used family networks or connections to the community. Data were obtained from the 1995 wave of the German Socio-Economic Panel study, and the track placement patterns among 600 children, ages 10 to 16, of German and non-German background were investigated. The findings suggested that social capital effects were universal. Within-group analyses revealed that such effects remained relevant to non-Germans, among whom parental social capital produced mixed effects. Non-German children whose parents frequently engaged in socializing activities were more likely to attend the lowest track. Non-German children whose parents maintained inter-ethnic friendships (contact with Germans) were less likely to attend the lowest track. (Contains approximately 100 references.) (KB)

ED 440 763   PS 028 510
Wyse, Dominic
Felt Tip Pens and School Councils: Children's Participation Rights in Four English Schools.
Pub Date—2000-04-00
Note—12p.; Paper presented at the Annual Conference of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).
Pub Type— Reports - Research (143) — Speeches/Meeting Papers (150)
EDRS Price – MF01/PC01 Plus Postage.
Descriptors—Children, *Childrens Rights, Early Adolescents, Elementary Secondary Education, Foreign Countries, Student Government, *Student Participation, Student Responsibility, Student Role
Identifiers—England, School Councils, United Nations Convention on Rights of the Child
This study investigated children's participation rights in two secondary and two primary schools in England, focusing on the child's right to express views freely in all matters affecting him or her, as indicated in the United Nations Convention on the Rights of the Child (CRC). Participating were students and staff at two primary and two secondary schools in both inner city and suburban locations. Data were collected by means of group interviews with 56 students—ages 9 to 13—and key personnel, and observations of the students' classes. Overall, the findings indicated that opportunities for children to express views freely in all matters affecting them were extremely limited. Where school councils were present, children were hampered by a lack of action and poor lines of communication. The primary school students had no formal mechanism for expressing their views, but the majority of the children demonstrated the ability to think seriously about complex issues. (Contains 24 references.) (KB)

ED 440 764   PS 028 511
Verhaeghe, Jean Pierre Vanobbergen, Bruno
Classroom Management, Social Participation Structures and Required Social Competence in Kindergarten.
Pub Date—2000-04-00
Note—22p.; Paper presented at the Annual Conference of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).
Pub Type— Reports - Research (143) — Speeches/Meeting Papers (150)
EDRS Price – MF01/PC01 Plus Postage.
Descriptors—Classroom Environment, *Classroom Techniques, Discipline, Followup Studies, Foreign . Countries, *Interpersonal Competence, *Kindergarten, *Kindergarten Children, *Preschool Teachers, Primary Education, Student Adjustment, *Teacher Student Relationship
Identifiers—Circle Time, Classroom Rules
Noting that becoming familiar with the work system of the kindergarten classroom (a functional system with its own rules and procedures for activities and transition) is important for students' development and well-being, this study examined the work systems in two kindergarten classrooms and children's associated context-specific social competence. Participating in this followup study were 6

children from each classroom; the classrooms had been identified 5 years earlier as having different social participation structures. Data were collected by means of general observations, interviews with the teachers, and classroom observation of the 12 children over 3 days. The children were asked to "guide" a researcher through their classroom and to explain "how things go." In a game using a scale model of the classroom and dolls representing the teacher and the children, subjects were prompted to reconstruct the course of a school day's morning in the classroom and to play different roles in three different problem situations involving student behavior that would violate previously observed classroom rules and procedures. The findings indicated that the main classroom differences remained unchanged in 5 years. In one classroom, circle time was very structured, predictable, and easy to participate in, and had equal opportunities for all children regardless of their social competence. In the second classroom, participating in circle time required more effort from the children, but they seemed to receive more in return. The teacher took care to invite children who did not initiate participation. Changes in the social participation structure were observed to render more equal access. (Contains 12 references.) (KB)

ED 440 765   PS 028 512
Butler, Shelley Kratz, Deb
The Field Guide to Parenting: A Comprehensive Handbook of Great Ideas, Advice, Tips, and Solutions for Parenting Children Ages One to Five
Report No.—ISBN-1-886284-21-0
Pub Date—1999-00-00
Note—593p.
Available from—Chandler House Press, 335 Chandler Street, Worcester, MA 01602 ($25). Tel: 800-642-6657 (Toll Free); Fax: 508-756-9425; Web site: http://www.chandlerhouse-press.com.
Pub Type— Books (010) — Guides - Non-Classroom (055)
EDRS Price – MF03 Plus Postage. PC Not Available from EDRS.
Descriptors—*Child Development, *Child Rearing, Learning Activities, *Parent Child Relationship, *Parent Education, Parenting Skills, *Parents, Parents as Teachers, Young Children
Identifiers—Family Activities
Noting that raising children requires patience, energy, and knowledge, and that the everyday experience of parenting is full of joys and concerns, this book offers guidance to help parents sort through the wealth of parenting information to make positive choices for their families. The introduction includes information on locating professional help in the community. Part 1 of the book presents a summary of child development information, arranged by year, for children 1 to 5 years old. Within each year, information is presented on: typical skills in the areas of feelings and relationships, hand and body movement, self-help skills, talking, and thinking; common concerns expressed by parents; and suggestions for when to obtain professional advice. Information on developmental milestones and speech sound acquisition is also displayed graphically. Activities are presented in 29 areas enabling parents to promote their children's development. Part 2 contains a compilation of ideas and advice in 59 alphabetically arranged areas of child rearing, including anger, bad habits, gender identity, child care, childproofing, crying, cooperation, dawdling, eating habits, fears, independence, interrupting, moving, responsibility, separation anxiety and attachment, sharing, spirituality, tattling, toilet learning, violence, and whining. Each area contains the following sections: (1) description of topic in relation to children 1 to 5 years old; (2) realistic expectations, providing information affecting parenting decisions; (3) approaches, including a variety of information, advice, and practical ideas; (4) when to get more help, offering guidelines to help parents decide when to obtain professional advice; and (5) more help and information, including print, video, Web site, and organizational resources. (KB)

ED 440 766   PS 028 513
Musser, Patricia Maureen
Partnerships at the Middle Level: Perceptions of Family Members, Community Members, and Teachers.
Pub Date—1998-00-00
Note—395p.; Ph.D. Dissertation, Portland State University.
Available from—UMI Dissertation Services, 300 North Zeeb Road, P.O. Box 1346, Ann Arbor, MI 48106-1346.
Pub Type— Dissertations/Theses - Doctoral Dissertations (041)
EDRS Price – MF01/PC16 Plus Postage.
Descriptors—*Community Attitudes, Community Responsibility, Community Role, Focus Groups, Middle School Teachers, Middle Schools, *Parent Attitudes, Parent Responsibility, Parent Role, *Parent School Relationship, Parent Teacher Cooperation, Parents, *Partnerships in Education, *School Community Relationship, *Teacher Attitudes, Teacher Responsibility, Teacher Role
Identifiers—Ecological Perspective, *Parent Community Relationship
Recognizing the need for family, school, and community members to participate in partnerships to support middle level children, this study investigated the perceptions of family members, community members, and middle school teachers regarding their relationships with each other from a perspective that views all three groups as integral parts of a complex ecological system with equal standing. Six focus group interviews were conducted with groups of 3 to 8 persons, with group interviews conducted separately for parents of middle school students, middle school teachers, and community members who were involved with middle school students. A total of 15 family members, 12 teachers, and 6 community members participated in the study. The findings provided insights as to how participants' views of their roles and responsibility with children influenced how they see their role in working with other adults. Three areas were identified that influence the participants' perceptions of their roles in working together: (1) development of the relationship itself; (2) lack of communication; and (3) value conflicts. Findings support recommendations for civic leaders, community members working directly with middle school children, educational leaders, family members, teacher educators, and educational administration educators. (Eight appendices include data collection instruments, a matrix of findings, and suggestions for starting a family involvement program. Contains approximately 115 references.) (KB)

ED 440 767   PS 028 515
Transition Years Count: An Adolescent Profile. KIDS COUNT County Data Book, 1999.
Kentucky Youth Advocates, Inc., Louisville.; Kentucky Kids Count Consortium.
Spons Agency—Annie E. Casey Foundation, Baltimore, MD.
Pub Date—1999-12-00
Note—281p.; For the 1998 edition, see PS 028 514.
Available from—Kentucky Youth Advocates, Inc., 2034 Frankfort Avenue, Louisville, KY 40206 ($20). Tel: 502-895-8167; Fax: 502-895-8225; e-mail: vsalley@kyyouth.org.
Pub Type— Numerical/Quantitative Data (110) — Reports - Descriptive (141)
EDRS Price – MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—*Adolescents, Attendance, Child Abuse, Child Health, Child Neglect, Child Welfare, *Children, *Counties, Dropouts, Early Parenthood, Elementary Secondary Education, High School Graduates, Infant Mortality, Juvenile Justice, Mortality Rate, Population Trends, Poverty, *Social Indicators, Social Services, Tables (Data), Trend Analysis, Welfare Services, *Well Being
Identifiers—Child Mortality, *Indicators, *Kentucky, Out of Home Care
This Kids Count data book is the ninth to examine trends in the well-being of Kentucky children,

focusing on the transition period of adolescence, based on the view that lessons learned and foundations laid in early adolescence directly impact the transition to adulthood. This statistical portrait is based on trends in indicators of well-being in five areas: (1) demographics, including adolescent death rate; (2) health and safety, including prenatal care, low birth weight, infant mortality, child deaths, child abuse, and child neglect; (3) adolescence, including teen birth rate, juvenile court referrals, and out-of-home placements; (4) education, including grade repetition, dropouts, and successful transitions; and (5) poverty, including food stamp and Medicaid recipients. The introduction discusses the challenges involved in early adolescence; asserts the importance of investing during those years to increase chances for later success; summarizes findings on the indicators for adolescents and for children, and for males and females; and presents recommendations for action. The bulk of the report presents state and county profiles for population trends, adolescent demographics, juvenile justice, teen births, post-high school transition, child well-being trends, and assistance programs. Findings indicate that the teen birth rate has been steadily declining since 1994, although repeat teen births and smoking during pregnancy are still problematic. Males and females committed different types of juvenile offenses, and African American youth were overrepresented in the juvenile justice system. About half of high school graduates are attending college 6 months after graduation. The report concludes with information on definitions and data sources. (KB)

ED 440 768   PS 028 516
Feeney, Stephanie. Freeman, Nancy K.
Ethics and the Early Childhood Educator: Using the NAEYC Code.
National Association for the Education of Young Children, Washington, DC.
Report No. —NAEYC-110; ISBN-0-935989-93-5
Pub Date—1999-00-00
Note—132p.
Available from—National Association for the Education of Young Children, 1509 16th Street, NW, Washington, DC 20036-1426. Tel: 800-424-2460 (Toll Free); Tel: 202-232-8777; Web site: http://www.naeyc.org.
Pub Type— Books (010) — Guides - Non-Classroom (055)
EDRS Price – MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—Caregiver Child Relationship, Child Caregivers, *Codes of Ethics, Day Care, *Early Childhood Education, Ethical Instruction, *Ethics, *Moral Values, Preschool Teachers, Professional Development, Teacher Behavior, Young Children
Identifiers—*National Association Educ of Young Children
Ethics—in the form of knowledge and skill in making responsible professional decisions—is one of the most fundamental qualities of a competent early childhood educator. The National Association for the Education of Young Children (NAEYC) developed its Code of Ethical Conduct to promote the application of core values, ideals, and principles to guide teachers' decision making about ethical issues. This book is designed to introduce the NAEYC Code of Ethical Conduct and show how to use it. The book contains the text of NAEYC's "Code of Ethical Conduct and Statement of Commitment," an introduction to the field of morality and ethics, the history and rationale for the development of the NAEYC code, and strategies for identifying and addressing ethical dilemmas. Specific chapters address each of the four sections of the code and approaches toward increasing an awareness and use of the code. The book contains the following chapters: (1) "An Introduction to Morality and Ethics"; (2) "The NAEYC Code of Ethical Conduct; (3) "Addressing Ethical Issues"; (4) "Ethical Responsibilities to Children"; (5) "Ethical Responsibilities to Families"; (6) "Ethical Responsibilities to Colleagues"; (7) "Ethical Responsibilities to Community and Society"; and (8) "The Code of Ethical Conduct Is a Living Document." (Contains 46 references.) (LPP)

ED 440 769   PS 028 517
Perry, Gail, Ed. Duru, Mary S., Ed.
Resources for Developmentally Appropriate Practice: Recommendations from the Profession.
National Association for the Education of Young Children, Washington, DC.
Report No. —NAEYC-233; ISBN-0-935989-91-9
Pub Date—2000-00-00
Note—247p.
Available from—National Association for the Education of Young Children, 1509 16th Street, NW, Washington, DC 20036-1426. Tel: 800-424-2460 (Toll Free); Tel: 202-232-8777; Web site: http://www.naeyc.org.
Pub Type— Reference Materials - Bibliographies (131)
EDRS Price – MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—Annotated Bibliographies, Cultural Differences, *Culturally Relevant Education, Day Care, *Developmentally Appropriate Practices, *Early Childhood Education, Educational Quality, *Educational Resources, Family Day Care, Family School Relationship, Infants, Preschool Curriculum, *Young Children
Identifiers—Day Care Quality
Developmentally appropriate practice continuously evolves, as does the need of professionals to have resources to encourage and bolster developmentally appropriate practices. This book provides an annotated resource bibliography based on the recommendations of early childhood professionals. The book is organized into three parts. Part 1 includes resources that define the concept of developmentally appropriate practice, beginning with its historical roots, key concepts and issues, and research. Part 2 provides resources related to children and their families, including resources on cultural differences, practices that value diversity, partnerships with families, and the developmental and theoretical bases of early childhood practice. Part 3 includes resources to support appropriate practices by teachers and caregivers in varied settings, addressing practice components with children in preschool and primary grades, infants and toddlers, family child care, and school-age children. Also listed in Part 3 are materials in Spanish and other languages, videorecordings, and Internet Web sites. (KB)

ED 440 770   PS 028 518
Haven, Terry, Ed.
How Are the Children? Measures of Child Well-Being in Utah, 2000.
Utah Children, Salt Lake City.
Spons Agency—Annie E. Casey Foundation, Baltimore, MD.
Pub Date—2000-00-00
Note—97p.
Available from—Utah Children, 757 East south Temple, Suite 250, Salt Lake City, UT 84102 (single copy, $10; discount on orders of 2 or more copies). Tel: 801-364-1182; e-mail: terryh@utahchildren.net.
Pub Type— Numerical/Quantitative Data (110) — Reports - Descriptive (141)
EDRS Price – MF01/PC04 Plus Postage.
Descriptors—Accidents, Adolescents, Birth Weight, Births to Single Women, Child Abuse, Child Advocacy, Child Health, Child Welfare, *Children, *Counties, Day Care, Delinquency, Demography, Drinking, Dropout Rate, Early Parenthood, Economic Status, Elementary Secondary Education, Enrollment, Health Insurance, Infant Mortality, Infants, Lunch Programs, Mortality Rate, Poverty, Preschool Education, Smoking, *Social Indicators, State Surveys, Statistical Surveys, Tables (Data), *Trend Analysis, *Well Being, Youth Problems
Identifiers—Child Mortality, *Indicators, *Utah, Vaccination
This Kids Count report details statewide trends in the well-being of Utah's children. The statistical portrait is based on 22 indicators of children's well-being, including: (1) prenatal care; (2) low birth weight infants; (3) infant mortality; (4) child death rates; (5) child injury deaths; (6) child abuse; (7) injury hospital discharges; (8) child poverty rate;

(9) school meals participation; (10) child care needs; (11) health insurance; (12) adjudication rates; (13) school enrollment; (14) pupil-teacher ratios; (15) per pupil expenditure; (16) dropouts; (17) academic achievement; (18) teen births; (19) teen smoking and alcohol use; (20) youth risk behavior; (21) teen chlamydia infection; and (22) teen abortion rates. Part 1 of the report introduces state goals for children, provides population estimates statewide and by county, and details findings on selected health status measures for Utah counties and for 61 small homogeneous areas within the state. This section also describes a simple strategy for child advocacy. Part 2 of the report provides county and statewide trend data for each of the indicators. The findings indicate that the percent of women receiving first trimester prenatal care has decreased and the percent of low birth weight infants has been increasing. There have been decreases in infant mortality since 1996. The number of child abuse or neglect cases have increased. There have been fluctuations in child death rates, child injury deaths, and dropout rates. The report concludes with suggestions for child advocacy. (KB)

ED 440 771   PS 028 519
Hyun, Eunsook
Critical Examination of U.S. Curriculum History in Early Childhood Education.
Pub Date—2000-04-00
Note—14p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).
Pub Type— Opinion Papers (120) — Speeches/Meeting Papers (150)
EDRS Price – MF01/PC01 Plus Postage.
Descriptors—Curriculum Development, *Early Childhood Education, *Educational History, *Educational Theories, *Postmodernism, *Preschool Curriculum, Theories, World Views, *Young Children
Identifiers—Historical Background
This paper examines the history of the early childhood education curriculum in the United States in order to construct a contemporary postmodern curriculum understanding for young children. The paper examines: how curriculum is defined for young children; historical influences in the early childhood curriculum; and the contemporary postmodern understanding for young children. Three major theoretical perspectives influencing early childhood curriculum are described: (1) cultural transmissionist; (2) maturationist naturalism; and (3) constructivism. The paper argues that these three traditional perspectives were formed by a European male-dominant view within a single cultural paradigm. The paper maintains that a postmodernist perspective challenges the form and content of dominant knowledge and curriculum models and produces new forms of knowledge through its emphasis on breaking down disciplines and considering objects of study unrepresentable in the dominant paradigm. (Contains 66 references.) (KB)

ED 440 772   PS 028 520
Louisiana School-Based Health Centers: Annual Service Report, 1998-1999.
Louisiana State Office of Public Health, New Orleans. Dept. of Health and Hospitals.
Spons Agency—Wisconsin Advisory Committee to the United States Commission on Civil Rights.
Pub Date—1999-12-00
Note—107p.; For 1997-1998 Annual Service Report, see ED 426 812.
Pub Type— Reports - Descriptive (141)
EDRS Price – MF01/PC05 Plus Postage.
Descriptors—Adolescents, Annual Reports, Child Health, Comprehensive School Health Education, Elementary Secondary Education, Health Programs, Health Promotion, Program Evaluation, *School Health Services, *State Programs
Identifiers—*Louisiana, *School Based Health Clinics
Louisiana's initiative to assist local communities to develop and operate school-based health centers

(SBHCs)is a nationally recognized model. This report details a year of significant service expansion to Louisiana's school children and a renewed commitment to meeting the health care needs of more students in years to come. Section 1 of the report details the program expansion from 4 sites in 1992 to 35 sites in 1999, highlighting the supporting programs and collaborative efforts, including coordinated school health, continuous quality improvement, and intergovernmental cooperation that enable the health centers to provide comprehensive services tailored to the needs of its student population. Section 2 presents data on reasons students seek SBHC services, compares rural and urban sites, identifies the number of student visits by site, and details services provided by SBHCs. This section also indicates the insurance status of patients, and delineates funding sources for SBHCs. Section 3 profiles each of Louisiana's operating SBHCs, including names of community partners, staff, sponsors, and data on the top 10 conditions seen at the SBHC for various types of visits, by category. The report's three appendices contain definitions of the categories of conditions by which SBHC data are coded, the text of the state law creating the program, and the 1998-99 financial statement. (KB)

ED 440 773   PS 028 530

Brown, Brett Vandivere, Sharon Lindberg, Laura Duberstein Boggess, Scott Porter, Laura Williams, Sean

Trends in the Well-Being of America's Children & Youth, 1999.

Office of the Assistant Secretary for Planning and Evaluation (DHHS), Washington, DC. Office of Evaluation and Technical Analysis.; Child Trends, Inc., Washington, DC.; Urban Inst., Washington, DC.

Report No.—ISBN-0-16-042781-9

Pub Date—1999-00-00

Note—448p.; For 1998 edition, see ED 438 940. Additional writers include Lauren Camphausen, Richard Wertheimer, Tamara Halle, Jennifer Ehrle, Cristina Lizarazu, and Martha Steketee.

Available from—U.S. Government Printing Office, Superintendent of Documents, Mail Stop: SSOP, Washington, DC 20402-9328.

Pub Type— Numerical/Quantitative Data (110) — Reports - Descriptive (141)

EDRS Price – MF01/PC18 Plus Postage.

Descriptors—Academic Achievement, Acquired Immune Deficiency Syndrome, *Adolescents, Birth Weight, Child Abuse, Child Health, Child Neglect, Child Support, Child Welfare, *Children, Crime, Day Care, Demography, Dropout Rate, Employment Patterns, Ethnic Groups, Family Income, Family Structure, Health Insurance, Immigrants, *Incidence, Infant Mortality, Limited English Speaking, Mortality Rate, Obesity, Peer Relationship, Physical Health, Poverty, Prenatal Care, Religious Factors, Safety, Sexuality, *Social Indicators, Substance Abuse, Suicide, Tables (Data), Television Viewing, Trend Analysis, Violence, *Well Being, Youth Problems

Identifiers—*Indicators, *United States

This is the fourth edition of an annual report on trends in the well-being of America's children and youth. Part 1 of the report describes national trends for over 90 indicators of child and youth well-being based on data collected by the federal government. The information provided for each indicator includes one or more tables documenting recent historical trends and important population subgroup differences, graphics to highlight key trends and group contrasts, and accompanying text that describes the importance of each indicator and highlights the most salient features of the data. The indicators are grouped into five substantive areas: (1) population, family, and neighborhood; (2) economic security; (3) health conditions and health care; (4) social development, behavioral health, and teen fertility; and (5) education and achievement. Part 2 of the report examines changes in risk-taking among high school students from 1991-1997, while part 3 documents the co-occurrence of teen health risk behaviors. (HTH)

ED 440 774   PS 028 531

Heintz-Knowles, Katharine Li-Vollmer, Meredith Chen, Perry Harris, Tarana Haufler, Adrienne Lapp, Joan Miller, Patti

Boys to Men: Entertainment Media. Messages about Masculinity: A National Poll of Children, Focus Groups, and Content Analysis of Entertainment Media.

Children Now, Oakland, CA.

Spons Agency—Amateur Athletic Foundation of Los Angeles, CA.

Pub Date—1999-09-00

Note—29p.; For related documents on the Boys to Men research, see PS 028 532-533.

Available from—For full text: http:// www.childrennow.org/media/boystomen/boystomen-media.pdf.

Pub Type— Reports - Research (143)

EDRS Price – MF01/PC02 Plus Postage.

Descriptors—Adolescent Attitudes, Adolescents, *Audience Response, Blacks, Childhood Attitudes, *Children, Content Analysis, Films, Focus Groups, *Males, *Masculinity, *Mass Media Effects, Mass Media Role, Media Research, Sex Role, Television Research, Television Viewing, Whites

Identifiers—Mens Studies, Music Videos, Opinion Polls

Boys are especially active users of media, and researchers have suggested that the cumulative impact of media, such as television, movies, and music videos, may make them some of the most influential forces in boys' lives. This report presents the findings of a national poll of 1,200 young people (ages 10 to 17) and focus groups in which boys offered their own insights into the media. Sections include: (1) "Media That Boys Consume"; (2) "Sex and Violence"; (3) "Attributes of Male Characters"; (4) "Emotions, Sensitivity, and Vulnerability"; (5) "Problems and Solutions"; and (7) "Real Life Men vs. TV Portrayals." The report lists key findings from the poll, including the following: (1) children see men on television as leaders and problem solvers, funny, successful, confident, athletic, and focused on the opposite sex; (2) male characters in the media rarely cry; (3) one in five male characters employs some form of physical aggression to solve problems; (4) over one-third of children say that they never see television males performing domestic chores such as cooking and cleaning; (5) male characters of color are more likely to focus on solving problems involving family, personal, romantic, or friendship issues, while white male characters are consistently motivated by succeeding in work, preventing and managing disaster, and pleasing nonromantic others; and (6) across race and gender, the majority of children believe that the boys and men they see on television are different from themselves, boys that they know, their fathers, and other adult male relatives. (LPP)

ED 440 775   PS 028 532

Messner, Mike Hunt, Darnell Dunbar, Michele Chen, Perry Lapp, Joan Miller, Patti

Boys to Men: Sports Media. Messages about Masculinity: A National Poll of Children, Focus Groups, and Content Analysis of Sports Programs and Commercials.

Children Now, Oakland, CA.

Spons Agency—Amateur Athletic Foundation of Los Angeles, CA.; Henry J. Kaiser Family Foundation, Menlo Park, CA.

Pub Date—1999-09-00

Note—17p.; For related documents on the Boys to Men research, see PS 028 531-533.

Available from—For full text: http:// www.childrennow.org/media/boystomen/report-sports.html.

Pub Type— Reports - Research (143)

EDRS Price – MF01/PC01 Plus Postage.

Descriptors—Adolescent Attitudes, Adolescents, Advertising, *Athletics, Audience Response, Blacks, Childhood Attitudes, *Children, Content Analysis, Females, Focus Groups, *Males, *Masculinity, Mass Media Effects, Mass Media Role, Media Research, Programming (Broadcast), Sex Role, Stereotypes, *Televi-

sion Commercials, Television Research, *Television Viewing, Whites

Identifiers—Mens Studies, Opinion Polls

Sports programming plays a significant role in the media messages that American boys receive today. To explore the messages that sports programming presents to its audience, this report relates the findings of a study that analyzed a representative selection of sports programs and their accompanying commercials; also presented are findings from a national poll of 1,200 children ages 10-17 and 2 focus groups of boys. Part 1 of the report, "Analyzing Sports Programming," discusses aggression, violence, and injuries as well as sports, race, and gender. Key findings include: (1) aggression and violence among men is depicted as exciting and rewarding behavior; (2) athletes who play with pain are often portrayed as heroes; (3) games are often promoted by creating or inflating conflict between two star athletes; (4) white males dominate the world of sports commentary; (5) while there were few overtly racist images or comments, sports programs occasionally reinforce racial stereotypes; and (6) women are largely absent from the sports programs that boys watch, and when they do appear, they are portrayed in stereotypical ways. Part 2 of the report, "Analyzing Commercials in Sports Programming," discusses products and commercial sponsorships and tie-ins. Key findings include: (1) the primary products advertised are automobiles, shows on the same network, and snacks or fast food; (2) while male athletes of color play prominent roles in sports programming, people of color in general are underrepresented in the commercials; (3) women often appear in stereotypical or background roles in commercials; and (4) traditionally masculine images of speed, danger, and aggression are often used in the sports programming commercials. (LPP)

ED 440 776   PS 028 533

Lapp, Joan

Boys to Men: Conference Report. Media Messages about Masculinity: Annual Children & the Media Conference (Los Angeles, California, September 1999).

Children Now, Oakland, CA.

Spons Agency—Amateur Athletic Foundation of Los Angeles, CA.; Henry J. Kaiser Family Foundation, Menlo Park, CA.; Kellogg Foundation, Battle Creek, MI.; Mott (C.S.) Foundation, Flint, MI.

Pub Date—2000-01-00

Note—25p.; For related documents on the Boys to Men research, see PS 028 531-532.

Available from—For full text: http:// www.childrennow.org/media/boystomen/report-final.html.

Pub Type— Collected Works - Proceedings (021) — Reports - Descriptive (141)

EDRS Price – MF01/PC01 Plus Postage.

Descriptors—Adolescent Attitudes, Adolescents, Audience Response, Childhood Attitudes, *Children, *Cultural Images, *Males, *Masculinity, *Mass Media Effects, Mass Media Role, Media Research, *Stereotypes

The Sixth Annual Children and the Media Conference, hosted by Children Now, focused on the media's role and potential influence on boys. This report highlights the thinking of participating advocates, academics, entertainment industry leaders, and children. Following excerpts from a keynote address by William Pollack of Harvard Medical School, the report summarizes themes that emerged from the panel discussions through five classic media icons: (1) "The Joker"; (2) "The Jock"; (3) "The Strong Silent Type"; (4) "The Big Shot"; and (5) "The Action Hero." In each section, selected research findings from media studies, a national survey, and focus groups are presented. The report also includes excerpts from a panel of young people who offered opinions, observations, and advice for media makers. The report concludes with reflections of representatives from the media and a series of questions about the portrayal of males in the media. (LPP)

ED 440 777 PS 028 534

Tedesco, Lucyann M.

The Effects of Cooperative Learning on Self-Esteem: A Literature Review.

Pub Date—1999-05-00

Note—29p.; Master's Thesis, Dominican College of San Rafael.

Pub Type— Dissertations/Theses - Masters Theses (042) — Information Analyses (070)

EDRS Price – MF01/PC02 Plus Postage.

Descriptors—*Academic Achievement, Classroom Environment, *Classroom Techniques, *Cooperative Learning, Educational Research, Elementary Secondary Education, *Instructional Effectiveness, Intergroup Relations, *Peer Relationship, *Self Esteem, Student Attitudes, Student Needs, Teacher Student Relationship, Teaching Methods

Cooperative learning involves students working in small groups or teams to help each other learn academic material. Cooperative learning strategies are organized, highly structured methods that usually involve formal presentation of information, student practice and coaching in learning teams, individual assessment of mastery, and public recognition of team success. By their structure and individual assignments, cooperative learning avoids the problem of letting the smart student in the group do the work while the other students get a free ride. The purpose of this literature review is to examine whether there is a difference in student self-esteem when cooperative learning approaches are used in the classroom. Research literature suggests that traditional instruction fails to meet the needs and interests of individual students. The literature also shows that students who work together develop social skills and have an understanding of multiculturalism, human systems, and group and organizational development. They learn to problem solve, negotiate, and be kind to each other. Students not only learn by imitating, but by taking an active part in their learning. Self-esteem is improved due to positive peer relations and to improved academic achievement. The intergroup relationships, the acceptance of diversity, and the appreciation for peer contributions build self-esteem and commitment to the common good. In addition, frequent opportunities to engage in peer and self-evaluation give students valuable self-esteem and the practice they need to become effective judges of healthy group functioning in school, on the job, and at home. (Contains 15 references.) (HTH)

ED 440 778 PS 028 536

Wortham, Sue C.

Childhood: 1892-1992.

Association for Childhood Education International, Wheaton, MD.

Report No.—ISBN-0-87173-126-6

Pub Date—1992-00-00

Note—169p.

Available from—Association for Childhood Education International, 17904 Georgia Avenue, Suite 215, Olney, MD 20832. Tel: 800-423-3563 (Toll Free); Tel: 301-570-2111; Fax: 301-570-2212; Web site: http://www.udel.edu/bateman/acei.

Pub Type— Historical Materials (060)

EDRS Price – MF01/PC07 Plus Postage.

Descriptors—*Children, Early Childhood Education, *Educational History, *International Organizations, *Kindergarten, *Professional Associations, Social History, Social Influences, Social Problems

Identifiers—*Association for Childhood Education International, Historical Background

Written to celebrate a century of childhood and to mark the centennial year of the Association for Childhood Education International (ACEI), this book describes childhood and childhood education during the past century in the context of the conditions during different periods. The book contains the following chapters: (1) "The American Experience in Childhood and Childhood Education through the Nineteenth Century"; (2) "Expansion and Change in Childhood and Childhood Education: 1890-1920"; (3) "A World in Depression and War: 1930-1950"; (4) "A Golden Age of Childhood: 1950-1975"; and (5) "A Changing World: Child-

hood and Education Reconsidered: 1975-1992." Each chapter contains a brief review of major historical events and trends, followed by the conditions and lifestyles experienced by diverse populations of children during the period discussed. The descriptions of several time periods conclude with a brief history of ACEI within the context of the time period discussed. (Contains 172 references.) (LPP)

ED 440 779 PS 028 537

Adams, Leah, Ed. Kostell, Patricia, Ed.

Quotations for Early Childhood Educators.

Association for Childhood Education International, Wheaton, MD.; World Organization for Early Childhood (Hong Kong).

Report No.—ISBN-0-87173-146-0

Pub Date—1998-00-00

Note—62p.

Available from—Association for Childhood Education International, 17904 Georgia Avenue, Suite 215, Olney, MD 20832. Tel: 800-423-3563 (Toll Free); Tel: 301-570-2111; Fax: 301-570-2212; Web site: http://www.udel.edu/bateman/acei.

Pub Type— Opinion Papers (120)

EDRS Price – MF01/PC03 Plus Postage.

Descriptors—Child Rearing, Children, Community, *Early Childhood Education, *Family (Sociological Unit), Global Approach, *Learning, Parent Child Relationship, Play, Teacher Student Relationship, *Teaching (Occupation), World Views, *Young Children

Identifiers—Family Community Relationship, Folk Wisdom, *Quotations, Wisdom

This book provides a compilation of quotations related to young children and early childhood education. The quotations (with authors listed) are grouped in three parts. Those in Part 1 concern children and childhood, including quotations related to children in general among us, children at play, and raising children. Quotations in Part 2 relate to education, teaching, and learning, focusing on education for all children, teaching young children, and learning and wisdom. Those in Part 3 relate to families and communities, focusing on the universal family, the global community, and children and the future. (KB)

ED 440 780 PS 028 541

Shaul, Marnie S.

Preschool Education: Federal Investment for Low-Income Children Significant but Effectiveness Unclear. Testimony before the Subcommittee on Children and Families, Committee on Health, Education, Labor, and Pensions, U.S. Senate.

General Accounting Office, Washington, DC.

Report No. —GAO/T-HEHS-00-83

Pub Date—2000-04-11

Note—14p.

Available from—For full text: http://www.gao.gov.

Pub Type— Legal/Legislative/Regulatory Materials (090) — Reports - Descriptive (141)

EDRS Price – MF01/PC01 Plus Postage.

Descriptors—Block Grants, *Early Childhood Education, Educational Finance, Federal Aid, Federal State Relationship, *Financial Support, Government Role, *Low Income Groups, *Preschool Education, *Program Effectiveness, State Aid, State Federal Aid, Young Children

Identifiers—Elementary Secondary Education Act Title I, Even Start, Project Head Start, Testimony

This statement presented as testimony before the U.S. Senate discusses the importance of preschool education for children of low-income families. The testimony focuses on the federal and state commitment to preschool programs, including funding and collaborative efforts, and what is known about the effectiveness of federal preschool programs. After providing background about the benefits of high-quality early experiences to low-income children and the different kinds of programs funded by federal and state governments, the testimony notes the considerable investment in preschool programs for low-income children by the federal government,

including funding for Head Start, Even Start, and Title I. Also discussed are expenditures for federal block grant programs, state funding of preschool programs, and the collaborative efforts that helped meet the need for full-day services. Noting that information is limited on the effectiveness of the programs, the testimony discusses what is known about the effectiveness of Head Start, Even Start, Title I, and block grant programs. The testimony concludes with a discussion of the challenges involved in assessing the effectiveness of programs. (LPP)

ED 440 781 PS 028 543

Theemes, Tracy

Let's Go Outside! Designing the Early Childhood Playground.

High/Scope Educational Research Foundation, Ypsilanti, MI.

Report No.—ISBN-1-57379-082-6

Pub Date—1999-00-00

Note—143p.

Available from—High/Scope Educational Research Foundation, 600 North River Street, Ypsilanti, MI 48198-2898 (Order No. N-P1141, $19.94). Tel: 800-407-7377 (Toll Free); Fax: 800-442-4329 (Toll Free); Web site: http://www.highscope.org; e-mail: press@highscope.org.

Pub Type— Guides - Non-Classroom (055)

EDRS Price – MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Check Lists, Child Safety, Childhood Needs, Children, Day Care, Early Childhood Education, Evaluation Criteria, *Play, *Playgrounds, Recreational Facilities, Safety

Identifiers—*Playground Design, *Playground Equipment

Outdoor play is commonly believed to be an important form of play for young children. This book shows teachers, child care providers, and other adults who work with 2- to 8-year-olds how to design, equip, and maintain safe yet challenging playgrounds. The chapters are: (1) "Why Playgrounds?" exploring the elements and value of outdoor play and safety versus challenge; (2) "Developmental Characteristics of Young Children," including physical, emotional, social, and cognitive development, and sensory experiences outdoors; (3) "Playground Design," including analyzing children's outdoor play patterns and needs, and assessing the outdoor environment and planning the layout; (4) "Furnishing the Outdoor Classroom," including stationary structures and loose, manipulative materials; (5) "Safety," including standards and guidelines; (6) "Supporting Children's Outdoor Play: The Adult's Role," outlining specific strategies; and (7) "Playground Assessment Case Study," including the surrounding community and recommendations. Seven appendices include observation records, inspection and incident report forms, and a list of toxic and nontoxic vegetation. (Contains 40 references.) (HTH)

ED 440 782 PS 028 544

Post, Jacalyn Hohmann, Mary

Tender Care and Early Learning: Supporting Infants and Toddlers in Child Care Settings.

High/Scope Educational Research Foundation, Ypsilanti, MI.

Report No.—ISBN-1-57379-090-7

Pub Date—2000-00-00

Note—378p.

Available from—High/Scope Educational Research Foundation, 600 North River Street, Ypsilanti, MI 48198-2898 (Order No. N-F1046, $39.95). Tel: 800-407-7377 (Toll Free); Fax: 800-442-4329 (Toll Free); Web site: http://www.highscope.org; e-mail: press@highscope.org.

Pub Type— Books (010) — Guides - Non-Classroom (055)

EDRS Price – MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Active Learning, Caregiver Child Relationship, Caregiver Role, Classroom Environment, Classroom Observation Techniques, *Curriculum Development, Day Care, *Infants, Instructional Materials, Parent Child Re-

lationship, *Preschool Curriculum, Preschool Education, School Schedules, *Toddlers

Identifiers—Daily Routines, *High Scope Model, Parent Caregiver Relationship

High/Scope has a long history of curriculum development, training, and research in the area of infant and toddler development. This book explores how the approach can be implemented with infants and toddlers in group care settings. Following an introduction outlining the history of and principles guiding the High/Scope Infant and Toddler Approach, Chapter 1, "Active Learning and Key Experiences for Infants and Toddlers," describes how infants and toddlers learn through action and social relationships, and introduces the key experiences as a way of seeing, understanding, supporting, and building on the broad range of things they learn about. Chapter 2, "Supportive Adult-Child Interactions," discusses the role of the primary caregiver, continuity of care, and specific adult-child interaction strategies. Chapter 3, "Arranging and Equipping an Environment for Infants and Toddlers," provides general guidelines for organizing active learning environments and specific strategies for selecting materials and arranging spaces. Chapter 4, "Establishing Schedules and Routines for Infants and Toddlers," defines child-centered schedules and caregiving routines and discusses specific caregiver roles during each part of the day. Chapter 5, "The Caregiver Team and Their Partnership with Parents," focuses on the elements of effective caregiver teams and caregiver-parent partnerships, and describes strategies for working together to support infant and toddler growth and development. Each chapter contains references and lists of related reading and media. (LPP)

ED 440 783 PS 028 548

Early Childhood Care and Education in Canada: Provinces and Territories, 1998. Fourth Edition.

Toronto Univ. (Ontario). Centre for Urban and Community Studies.

Report No.—ISBN-1-896051-19-7

Pub Date—2000-00-00

Note—155p.

Available from—Childcare Resource and Research Unit, Centre for Urban and Community Studies, University of Toronto, 455 Spadina Avenue, Suite 305, Toronto, Ontario, Canada M5S 2G8. Tel: 416-978-6895; Fax: 416-971-2139; e-mail: crru@chass.utoronto.ca; Web site: http://www.childcarecanada.org.

Pub Type— Numerical/Quantitative Data (110) — Reports - Descriptive (141)

EDRS Price – MF01/PC07 Plus Postage.

Descriptors—*Day Care, Foreign Countries, Government Role, Kindergarten, Legislation, *Preschool Education, Program Descriptions, Public Policy, Standards, State Government, Tables (Data)

Identifiers—Availability (Programs and Services), *Canada, Day Care Availability, Day Care Regulations

Noting that in Canada, regulated child care and most other early childhood services are under provincial jurisdiction, this report provides statistical and other information on early childhood care and education services for each province and territory in Canada. Data were collected by means of questionnaires sent to each provincial/territorial child care office, interviews with officials, and follow-up interviews to ensure that information was accurate. Part 1 of the report discusses the federal role in early childhood care and education. Part 2, the bulk of the report, contains the following information for each province and territory: (1) relevant legislation; (2) official responsible for child care; (3) child care services available; (4) policies regarding children with special needs; (5) aboriginal child care programs; (6) demographic and family leave information; (7) statistics on child care spaces; (8) standards and regulations; (9) funding; (10) municipal role; (11) child care planning and development; (12) related services such as kindergarten and aboriginal Head Start; (13) history of child care in the province/territory and recent developments; and (14) key provincial child care organizations. This part also presents nationwide information on

aboriginal early childhood care and education, discusses issues of flexibility, accessibility, and cultural integrity, and describes government programs and policies. Parts 3 and 4 contain tables detailing national and provincial/territory statistics for the most recent information and trend data. (Contains approximately 175 references.) (KB)

ED 440 784 PS 028 554

Peter, Val J.

Parents and Kids Talking about School Violence: A Boys Town How-To Book.

Father Flanagan's Boys' Home, Boys Town, NE.

Report No.—ISBN-0-938510-74-6

Pub Date—2000-00-00

Note—102p.

Available from—Boys Town Press, Father Flanagan's Boys' Home, Boys Town, NE 68010 ($4.95). Tel: 800-282-6657 (Toll Free); Web site: http://www.boystown.org.

Pub Type— Books (010) — Guides - Non-Classroom (055)

EDRS Price – MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Adolescents, Bullying, *Child Safety, *Children, Elementary Secondary Education, Family Life, Parent Child Relationship, Parent Role, *Parent Student Relationship, *Parents, *School Safety, School Security, *Violence

In the light of news headlines on school violence, many parents find themselves fearing for their children and whether they may become victims or victimizers. This book provides guidance for parents and students on talking about school safety and violence. Section 1 is addressed to parents and discusses what to tell children about school violence, presents suggestions for improving family communication and developing a realistic model for family life, and examines the impact of media violence on children. This section also discusses ways to learn and teach self-control to children, and describes skills parents can teach their children to deal with bullying. Section 2 is addressed to students and discusses how to talk with parents about school violence, describes what a student should do when he or she is treated disrespectfully by others, provides suggestions for avoiding the use of violence, and discusses ways to avoid joining bullies and being victimized by them. (KB)

ED 440 785 PS 028 557

Porter, Louise

Young Children's Behaviour: Practical Approaches for Caregivers and Teachers.

Report No.—ISBN-0-86433-143-6

Pub Date—1999-00-00

Note—304p.; Published by MacLennan & Petty Pty Limited.

Available from—Paul H. Brookes Publishing Company, P.O. Box 10624, Baltimore, MD 21285-0624 ($32.95). Tel: 800-638-3775 (Toll Free); Tel: 410-337-9580; Fax: 410-337-8539; Web site: http://www.brookespublishing.com.

Pub Type— Books (010) — Guides - Non-Classroom (055)

Document Not Available from EDRS.

Descriptors—Behavior Problems, *Caregiver Child Relationship, Child Abuse, Child Behavior, Child Development, *Childhood Needs, Classroom Techniques, Conflict Resolution, Coping, Disabilities, *Discipline, Discipline Policy, Gifted, Grief, Hyperactivity, Interpersonal Competence, Parent Teacher Cooperation, Play, *Preschool Children, Preschool Education, Problem Children, Resilience (Personality), *Self Control, Self Esteem, Socialization, Stress Variables, *Teacher Student Relationship, Theories, Work Environment

Identifiers—Behavior Management, Day Care Quality, Parent Caregiver Relationship

Noting that adults caring for young children often find themselves responding to children's misbehavior in ways contradictory to their overall goals of children's autonomy and self-management, this book provides practical child-centered suggestions for responding to young children's disruptive behavior and suggests behavior management techniques that safeguard children's

emotional needs and rights. Part 1 of the book examines adults' goals in disciplining children and considers quality guidelines, behavior management theories, and using discipline to teach considerate behavior. Part 2 defines self-esteem and examines ways to foster a healthy self-esteem in children, including listening to children, acknowledging their perspectives, and promoting a constructive self-concept, realistic ideals, and competence. Part 3 concerns children's social needs and deals with encouraging friendships, coaching social skills, and settling disputes. Part 4 recommends ways for dealing democratically with children's inconsiderate behavior, focusing on positive responses to inconsiderate behavior. Part 5 applies the guidelines and general recommendations to common behavioral challenges, including self-management, social difficulties, and developmental concerns. Part 6 addresses family and personal issues with which some children have to cope, such as stress, grief, abuse, disabilities, hyperactivity, and high intellectual ability. Part 7 examines issues affecting the ability of caregiving staff to experience satisfaction in their work and to meet their responsibilities most effectively, including collaborating with parents, meeting staff needs, and forming a center discipline policy. Five appendices include quality guidelines, creative activities, and a list of readings for children and adults. (Contains approximately 350 references.) (KB)

ED 440 786 PS 028 561

Copley, Juanita V., Ed.

Mathematics in the Early Years.

National Association for the Education of Young Children, Washington, DC.; National Council of Teachers of Mathematics, Inc., Reston, VA.

Report No.—ISBN-0-87353-469-7

Pub Date—1999-00-00

Note—242p.

Available from—National Association for the Education of Young Children, 1509 16th Street, N.W., Washington, DC 20036. Tel: 800-424-2460 (Toll Free).

Pub Type— Collected Works - General (020)

EDRS Price – MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Administrator Attitudes, Arithmetic, Books, Childrens Literature, Cognitive Development, Computer Uses in Education, Cultural Influences, Day Care, Early Childhood Education, Foreign Countries, Geometry, Kindergarten, Learning Readiness, Limited English Speaking, *Mathematical Concepts, *Mathematics Education, *Mathematics Instruction, *Mathematics Skills, Movement Education, Music Activities, Numeracy, Outdoor Education, Parent Participation, *Preschool Curriculum, Professional Development, Program Descriptions, Rational Numbers, Sociology, Spatial Ability, Student Evaluation, Thinking Skills, *Young Children

Identifiers—Japan

Noting that young children are capable of surprisingly complex forms of mathematical thinking and learning, this book presents a collection of articles depicting children discovering mathematical ideas, teachers fostering students' informal mathematical knowledge, adults asking questions and listening to answers, and researchers examining children's mathematical thinking. The chapters are: (1) "Why Do We Teach Young Children So Little Mathematics? Some Historical Considerations" (Balfanz); (2) "Children's Ways of Knowing: Lessons from Cognitive Development Research" (Sophian); (3) "The Sociology of Day Care" (McDill and Natriello); (4) "Cultural Aspects of Young Children's Mathematics Knowledge" (Guberman); (5) "Ready To Learn: Developing Young Children's Mathematical Powers" (Greenes); (6) "The Development of Informal Counting, Number, and Arithmetic Skills and Concepts" (Baroody and Wilkins); (7) "Geometric and Spatial Thinking in Young Children" (Clements); (8) "Rational-Number Learning in the Early Years: What Is Possible?" (Hunting); (9) "Young Children Doing Mathematics: Observations of Everyday Activities" (Ginsburg, Inoue, and Seo); (10) "Cognitively Guided Instruction in One Kindergarten

Classroom" (Warfield and Yttri); (11) "Supporting Students' Ways of Reasoning about Patterns and Partitions" (McClain and Cobb); (12) "The Effective Use of Computers with Young Children" (Clements); (13) "Making Connections: A 'Number Curriculum' for Preschoolers" (Shane); (14) "Within Easy Reach: Using a Shelf-Based Curriculum To Increase the Range of Mathematical Concepts Accessible to Young Children" (Nelson); (15) "Teaching Mathematics through Musical Activities" (Kim); (16) "The Boston University—Chelsea Project" (Greenes); (17) "The Outdoors as a Context for Mathematics in the Early Years" (Basile); (18) "Using Storybooks To Help Young Children Make Sense of Mathematics" (Hong); (19) "Movement, Mathematics, and Learning: Experiences Using a Family Learning Model" (Coates and Franco); (20) "Math in Motion" (Goodway, Rudisill, Hamilton, and Hart); (21) "Assessing the Mathematical Understanding of the Young Child" (Copley); (22) "Improving Opportunities and Access to Mathematics Learning in the Early Years" (Padron); (23) "What To Do When They Don't Speak English: Teaching Mathematics to English-Language Learners in the Early Childhood Classroom" (Weaver and Gaines); (24) "Involving Parents of Four- and Five-Year-Olds in Their Children's Mathematics Education: The FAMILY MATH Experience" (Coates and Thompson); (25) "Perspectives on Mathematics Education and Professional Development through the Eyes of Early Childhood Administrators" (Weber); and (26) "Early Childhood Mathematics in Japan" (Hatano and Inagaki). (Each chapter contains references.) (KB)

ED 440 787   PS 028 567
Quigley, Denise D.
Parents and Teachers Working Together To Support Third Grade Achievement: Parents as Learning Partners (PLP) Findings.
Pub Date—2000-04-00
Note—48p.; Paper presented at the Annual Conference of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).
Pub Type— Reports - Evaluative (142) — Speeches/Meeting Papers (150)
EDRS Price – MF01/PC02 Plus Postage.
Descriptors—*Academic Achievement, *Elementary School Students, *Elementary School Teachers, Family School Relationship, Grade 3, Homework, Parent Education, *Parent Participation, *Parent School Relationship, Parent Student Relationship, Parent Teacher Cooperation, *Parents, Partnerships in Education, Primary Education, Program Evaluation, Student Behavior, Student Motivation, Teacher Student Relationship
On the assumption that students are more successful if their parents participate at school and encourage education and learning at home, the Los Angeles Metropolitan Project granted funds to 29 Los Angeles schools for the Parents as Learning Partners (PLP) Project. This initiative focuses on three primary areas in which parents and teachers can work together to support children's academic progress: (1) communication; (2) parenting; and (3) learning at home. Schools receive PLP funding to initiate parent training workshops and professional development to increase parent involvement as well as install voicemail systems to increase and improve the communication between parents and teachers, especially with regard to issues surrounding homework and academics. The PLP initiative proved to have an impact on third graders' student behavior, homework, and performance; on communication patterns of their parents and teachers; and on the children's interactions with their parents concerning learning in the home. Overall, the evaluation results indicated positive changes in teachers and parents of third graders in the PLP schools, with a higher acceptance of their joint responsibility for children in getting a good education. There was less decline in parent involvement and support in PLP schools than in non-PLP schools as the children moved from second to third grade. There was higher reading achievement in PLP schools than in comparison schools. Links between specific PLP activi-

ties, positive changes in parents and teachers, and student performance were not clear. Information on the evaluation design and comparison group methodology are appended. (Contains 29 references.) (KB)

RC

ED 440 788   RC 021 880
Scott, Bradwell D.
Standing Up for Community and School: Rural People Tell Their Stories.
Rural Challenge Policy Program, Randolph, VT.
Pub Date—1999-00-00
Note—28p.
Pub Type— Opinion Papers (120) — Reports - Descriptive (141)
EDRS Price – MF01/PC02 Plus Postage.
Descriptors—Change Strategies, Citizenship Responsibility, *Community Action, *Educational Change, Educational Policy, Elementary Secondary Education, Higher Education, *Politics of Education, *Public Policy, *Rural Education, *School Community Relationship
Identifiers—Annenberg Rural Challenge
Seven case studies illustrate how rural people and communities have resisted the arbitrary limits of public policy. In contrast to one-size-fits-all education policy, a history teacher in rural southern Texas motivated his Mexican American high school students to collect oral histories in their community, develop them into a curriculum, and teach it to second graders. A California mother home-schooled her daughter rather than submit to the school's insistence that she be placed in special education. An Alabama community's successful fight to stop consolidation of its school renewed local interest in community and democracy. A college student successfully challenged a National Collegiate Athletic Association decision barring her from sports because of its rigid adherence to arbitrary and regressive educational standards. A Minnesota city council, recycling center, high school, college, and legislature cooperated on a student-run bicycle repair and rental shop. A Native Alaskan adolescent mother completed high school through correspondence courses due to a self-defeating community policy that limited local high school education. A Mississippi community that recommended integration of a student-run credit union into the math curriculum encountered resistance from the school board because it was not the board's idea. Recognizing policy barriers encourages people to work toward replacing them with policies that reflect a broad, inclusive vision of human possibilities. A chart lists state legislative hotlines and contact information for state departments of education, education committees, state-based partners of the Rural Challenge, and state-based rural and rural education organizations. (TD)

ED 440 789   RC 022 334
Wallin, Dawn C.
Succession Management: A Necessary Strategy for Rural School Administration.
Pub Date—1999-10-00
Note—34p.
Pub Type— Opinion Papers (120) — Speeches/Meeting Papers (150)
EDRS Price – MF01/PC02 Plus Postage.
Descriptors—*Administrator Education, Administrators, Elementary Secondary Education, Foreign Countries, *Human Resources, *Management Development, Organizational Development, *Personnel Management, *Planning, Promotion (Occupational), *Rural Schools, School Administration, School Districts
Identifiers—*Administrative Succession
This paper discusses succession planning for rural educational administrators, focusing on management succession practices, responsibilities, and policies that ensure the efficient and effective transition of rural administrators. In planning their human resources, all organizations must match the needs of the organization with the shifting needs of

employees. Given the highly dynamic environment of rural school divisions and the shortage of qualified rural administrators, the planning process for administrative succession is of prime importance. Succession planning promotes continuity of leadership, but the logical link between district objectives and the learning and development of administrators is often absent due to the top-down mechanistic practices generally used in succession planning. A better approach is a continuous improvement process based on individual and organizational learning. A good succession management plan addresses the nature of the rural school system and its attendant role constraints and opportunities for administrators, offers support to administrators, and recruits and develops administrative potential within the system in addition to external recruitment efforts. The work on succession planning should take place on three levels: strategic, managerial, and operational. This paper discusses strategies for succession planning and development, the shift from succession management to career management, and recommendations for succession management policies. An appendix lists advantages and disadvantages of several approaches to matching employees and jobs. (Contains 30 references.)(SV)

ED 440 790   RC 022 372
Results Matter: A Decade of Difference in Kentucky's Public Schools, 1990-2000.
Kentucky State Dept. of Education, Frankfort.
Spons Agency—Office of Elementary and Secondary Education (ED), Washington, DC. Goals 2000 Program.
Pub Date—2000-00-00
Note—82p.; Photographs and graphs may not reproduce adequately.
Available from—For full text: http://www.kde.state.ky.us/comm/commrel/10th_anniversary.
Pub Type— Reports - Evaluative (142)
EDRS Price – MF01/PC04 Plus Postage.
Descriptors—*Academic Achievement, Accountability, Community Involvement, Dropout Rate, Early Childhood Education, *Educational Change, Educational Equity (Finance), *Educational Improvement, Elementary Secondary Education, Improvement Programs, Parent Participation, Program Evaluation, *Public Schools, School Based Management, School Holding Power, *School Restructuring, State Legislation, *State Standards, Student Evaluation
Identifiers—Kentucky, *Kentucky Education Reform Act 1990, *Policy Implementation
In 1989, the Kentucky Supreme Court ruled that Kentucky's education system was unconstitutional and invalidated the entire body of school law. In response, the General Assembly passed the Kentucky Education Reform Act of 1990 (KERA), a completely new educational system. This report upon the 10th anniversary of KERA's passage documents how key reforms have been implemented during the past decade and what impact they are having on the education of Kentucky's children. The report has four sections. A narrative section provides profiles of a dozen Kentucky schools and how the reform initiatives have changed them. These schools vary greatly in geography and demographics and include rural and urban schools, but are all scoring well on Kentucky's core content tests and have some important characteristics in common. An implementation section describes each key element of reform and includes such data as the number of students or schools served or affected, annual funds allocated, and perceived effectiveness. The reforms include extended school services, family resource/youth services centers, financial equity among school districts, expanded preschool programs, flexible grouping in primary grades, professional development, school-based decisionmaking, and technology investment. A results section documents the impact KERA has had on school improvement and student achievement through numerous graphs. A timeline highlights major milestones in the implementation of the new system. A final section highlights areas that need improve-

ment and poses questions concerning policy issues in these areas. (TD)

ED 440 791	RC 022 373

Aguilera, Dorothy

Examining Comprehensive School Reform in Schools Serving Native American Communities: Plan and Progress Report.

Mid-Continent Research for Education and Learning, Aurora, CO.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—2000-03-00

Contract—RJ96006101

Note—13p.

Pub Type— Reports - Descriptive (141)

EDRS Price – MF01/PC01 Plus Postage.

Descriptors—*American Indian Education, American Indians, Cultural Influences, *Data Collection, *Educational Change, *Educational Research, Elementary Secondary Education, Participatory Research, Program Implementation, *Research Design, Research Projects, Rural Schools

Identifiers—*Comprehensive School Reform Demonstration Program, *Native Americans

The federally supported Comprehensive School Reform Demonstration (CSRD) Program provides a minimum of $50,000 to local schools to engage in a comprehensive change process facilitated by the development and adoption of a comprehensive school reform plan, including technical assistance from an external model developer. This report summarizes the research design and progress of Mid-continent Research for Education and Learning's (McREL's) study of the implementation of CSRD programs in schools serving Native American communities. This study is part of a larger project involving three regional educational laboratories and selected CSRD-funded schools that serve a high percentage of Native American students. The purpose of this study is to investigate how these schools use the CSRD initiative to meet the needs of American Indian students and the different ways that tribal cultures have or have not influenced the adoption and adaptation of reform models. The progress of reform implementation will be examined by addressing the following research questions: What are the major contextual factors that influence outcomes? How did the model developer address the Native American context? What schoolwide reform model was chosen and why? and What has the school accomplished since beginning this initiative? Two rural K-12 schools in tribal communities have been selected and baseline data collected. Data will be collected via: document reviews; interviews with families, community members, and model developers; and observations of classrooms, schools, and communities. Future activities are discussed, and a final report will be completed by September 2000. (TD)

ED 440 792	RC 022 378

Boylan, Colin Wallace, Andrew

Learning Partnerships in a Remote Rural Setting.

Pub Date—2000-04-00

Note—10p.; Paper presented at Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).

Pub Type— Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price – MF01/PC01 Plus Postage.

Descriptors—Computer Anxiety, Computer Uses in Education, *Distance Education, *Educational Cooperation, Educational Environment, Elementary Education, Foreign Countries, Geographic Isolation, Internet, *Parent Student Relationship, Partnerships in Education, Program Attitudes, *Rural Education

Identifiers—Australia (New South Wales), *Facilitators, *Satellite Uses in Education

The New South Wales (Australia) Department of Education and Training has been employing distance education for remote students since the 1950s, using high-frequency radio supplemented by printed materials and audiotapes. In these settings, a four-way learning partnership evolved involving the teacher, student, learning materials, and home

supervisor (usually the mother, guardian, or governess). A 6-week trial program using a satellite-based delivery system was implemented in 1999 which consisted of 12 students in grades 3 and 4 located on 11 different homesteads. The satellite system enabled the use of video, better sound quality, two-way interaction with the teacher, and Internet access. The new system's effect on the role of the home supervisors was examined through lesson reports, weekly reflective summations, and initial and final questionnaires and interviews. Key findings were: home supervisors and teachers believed the satellite system was superior to the existing radio system; with the new system, the teacher exercised a stronger facilitating role in the teaching and learning process, where previously the home supervisor had that role; home supervisors felt that more lesson content was covered and student comprehension increased; communication between teacher and student was improved; a new learning environment was created for the student and home supervisor; and the main focus of the home supervisor's role evolved from managing the student's rate of progress through the materials to acting in a facilitative and supportive role. (Contains 12 references.) (TD)

ED 440 793	RC 022 379

Pittman, Robert B. Johnson, Julie T.

Local Economic Environment and Dropout Rates in Appalachia.

Pub Date—2000-04-00

Note—28p.; Paper presented at Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).

Pub Type— Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price – MF01/PC02 Plus Postage.

Descriptors—Construction Industry, *Dropout Rate, *Economic Factors, *Education Work Relationship, High Schools, Labor Market, Manufacturing Industry, *Occupational Aspiration, *Rural Environment, School Holding Power, Socioeconomic Status

Identifiers—*Appalachia, *Education Economy Relationship

This study sought to determine if the existence of a particular type of industry in a county affected the high school dropout rate after the influence of the general economic environment had been considered. The study also sought to clarify how the degree of ruralness might influence any relationship between the local economic environment and dropout rates. Analysis of national census data from 1990 for each of the 406 counties in the Appalachian region revealed that the type of industries within a county accounted for a significant amount of variance in dropout rates beyond that attributable to socioeconomic status, child poverty levels, and unemployment levels. The incidence of construction industries and the manufacture of nondurable goods were associated with higher dropout rates within the counties, but the presence of an industry that requires high school completion as an entry-level condition did not prevent students from dropping out of high school. These findings were interpreted within the framework of developing career aspirations and commitment to school. The proportion of rural population in a county did not reduce the economic influence on dropout rates. Some consistent yet statistically nonsignificant findings suggest the possibility of a rural effect that deterred dropping out; however, this was speculated as being due to smaller school sizes rather than some other rural-related factor. (Contains 22 references.) (TD)

ED 440 794	RC 022 380

Reyes, Pedro, Ed. Scribner, Jay D., Ed. Scribner, Alicia Paredes, Ed.

Lessons from High-Performing Hispanic Schools: Creating Learning Communities. Critical Issues in Educational Leadership Series.

Report No.—ISBN-0-8077-3831-X

Pub Date—1999-00-00

Note—234p.

Available from—Teachers College Press, P.O. Box 20, Williston, VT 05495-0020 (cloth: ISBN-0-8077-3831-X, $52; paper: ISBN-0-

8077-3830-1, $23.95). Tel: 800-575-6566 (Toll Free); e-mail: tcp.orders@aidcvt.com.

Pub Type— Books (010) — Collected Works - General (020)

Document Not Available from EDRS.

Descriptors—*Academic Achievement, Culturally Relevant Education, Economically Disadvantaged, *Educational Environment, Elementary Secondary Education, *Hispanic American Students, Limited English Speaking, *Mexican American Education, Migrant Education, *Overachievement, Parent Participation, Parent School Relationship, School Community Relationship, *School Culture, Student Evaluation, Student School Relationship

Identifiers—*Learning Communities, Mexico United States Border, Texas (South)

The current poor condition of education for Hispanic students need not exist. This book reports on high-performing schools along the Texas-Mexico border that have achieved schoolwide success by creating communities of learners. Three elementary, three middle, and two high schools in the border region were selected for study based on the following criteria: enrollment of 66.6 percent or more Mexican American students; well-above-average standardized test scores; and state or national recognition. The schools selected also had high numbers of students who were poor, limited-English-proficient, migrant, or newly arrived from Mexico. The schools were found to be communities of learners where students come first, learning is fun, and everything begins in the classroom. Most chapters are case studies that document "best practices" associated with key learning conditions in these schools: community and parent involvement; collaborative governance and leadership; culturally responsive pedagogy; and advocacy-oriented assessment. The final chapter presents a conceptual framework, based on Senge's learning organizations, for understanding the success of these schools. Chapters are:" "High-Performing Hispanic Schools: An Introduction" (Alicia Paredes Scribner); "Establishing Collaborative Governance and Leadership" (Lonnie H. Wagstaff and Lance D. Fusarelli); "Building Collaborative Relationships with Parents" (Jay D. Scribner, Michelle D. Young, and Anna Pedroza); "Empowering the Surrounding Community" (Ann K. Brooks and Paul C. Kavanaugh); "Creating Student-Centered Classroom Environments: The Case of Mathematics" (Pedro Reyes and Barbara Pazey); "Creating Student-Centered Classroom Environments: The Case of Reading" (William Rutherford); "Using Student Advocacy Assessment Practices" (Alicia Paredes Scribner); and "Creating Learning Communities for High-Performing Hispanic Students: A Conceptual Framework" (Jay D. Scribner and Pedro Reyes). (Contains references in each chapter, an index, and contributor profiles.) (SV)

ED 440 795	RC 022 381

Kitchen, Richard S. Velasquez, Diane Torres Myers, John

Dropouts in New Mexico: Native American and Hispanic Students Speak Out.

Pub Date—2000-04-00

Note—35p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).

Pub Type— Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price – MF01/PC02 Plus Postage.

Descriptors—*American Indians, Dropout Prevention, Dropout Rate, *Dropouts, *Educational Needs, Ethnic Groups, *Hispanic American Students, Poverty, Secondary Education, *Secondary School Students, *Student Attitudes, Student School Relationship

Identifiers—*American Indian Students, Native Americans, *New Mexico

This paper provides an overview of dropout rates in New Mexico and reports the perceptions of Hispanic and Native American students on dropout-related issues. New Mexico has the third highest dropout rate in the nation. Over 7,500 students in New Mexico drop out each year, and many schools

lose 30-50 percent of their students. Dropout rates are particularly alarming for Hispanics, African Americans, and Native Americans. In every ethnic group, males are more likely to drop out than females. Data tables present 1995-96 dropout rates for grades 9-12 by year, ethnic group, and gender and for grades 7-8 by ethnic group. A short literature review discusses the high national Hispanic dropout rate, regardless of socioeconomic class, immigrant status, or home language; the role of cultural discontinuity and racism in the high Native American dropout rate; the influence of poverty and social inequities on dropout rates; and evidence that school-related reasons contribute most to student decisions to drop out. Interviews with Hispanic and Native American students and parents at three New Mexico middle schools revealed some common themes: that teachers were uncaring, biased against students' cultures, and insensitive to students' difficulties at home; that school felt like a prison; and that friends, parents, extracurricular activities, and hands-on learning motivated students to stay in school. Effective dropout prevention strategies are described relating to teacher professional development, teacher support networks, the school environment, educational policy, community involvement, and research. An appendix briefly summarizes 30 dropout prevention programs in New Mexico. (Contains 40 references.) (SV)

ED 440 796　　　　　RC 022 382

Filmer, Deon

The Structure of Social Disparities in Education: Gender and Wealth. Policy Research Report on Gender and Development. Working Paper Series, No. 5.

World Bank, Washington, DC.

Pub Date—1999-11-00

Note—68p.

Available from—For full text: http://www.world-bank.org/gender/prr/workingp.html.

Pub Type— Numerical/Quantitative Data (110) — Reports - Research (143)

EDRS Price – MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Access to Education, *Developing Nations, Economic Status, *Educational Attainment, Educationally Disadvantaged, Elementary Secondary Education, *Enrollment, Equal Education, Females, Foreign Countries, Males, Rural Areas, *Sex Differences, *Socioeconomic Influences, *Womens Education

Identifiers—Cross National Studies

This study used internationally comparable household datasets to investigate the interaction of gender and wealth in generating within-country inequalities in educational enrollment and attainment. Data from 57 Demographic and Health Surveys in 41 countries in Africa, Asia, Latin America, the Caribbean, and the Pacific were used to carry out country-specific analyses. Specifically, the effects of gender, household wealth (asset ownership and housing characteristics), the education of adult household members, and the presence of schools in the community on the educational outcomes of children were assessed in each country and compared across countries. Analyses were repeated using only rural data. A large female disadvantage in education was found in countries of western, central, and northern Africa and southern Asia. While gender gaps in education were large in a subset of countries, wealth gaps in education were large in almost all countries studied. Also, in some countries wealth and gender interacted to exacerbate the gender gap among the poor. The education of adults in the household significantly impacted the enrollment of children in all countries, and the effect of female adult education was larger than that of males in some countries. The presence of a primary and a secondary school in the community significantly influenced enrollment in some countries, notably in western and central Africa, and the effect did not differ by child's gender. In most countries, rural results were similar to those from the total sample. (Contains 26 references and many data tables and figures.) (SV)

ED 440 797　　　　　RC 022 383

Coutellier, Connie C. Henchey, Kathleen

Camp Is for the Camper: A Counselor's Guide to Youth Development.

American Camping Association, Martinsville, IN.

Report No.—ISBN-0-87603-168-8

Pub Date—2000-00-00

Note—64p.

Available from—American Camping Association, 5000 State Road 67 North, Martinsville, IN 46151-7902 (1-5 copies: nonmember $9.95 each, member $6.95 each; 6-25 copies: nonmember $8.50 each, member $6.50 each; plus shipping). Tel: 800-428-2267 (Toll Free); e-mail: bookstore@aca-camps.org.

Pub Type— Guides - Non-Classroom (055)

EDRS Price – MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Adolescent Development, Age Groups, *Behavior Problems, *Camping, *Caregiver Child Relationship, *Child Behavior, *Child Development, Developmental Stages, Discipline, Group Behavior, *Group Dynamics, Interpersonal Competence, Orientation Materials, Staff Orientation

This booklet provides an orientation tool and quick reference for camp counselors, and is designed to help them understand and enhance youth behavior and development. Chapter 1 discusses the camp environment, the camp counselor's responsibility as a role model, the benefits of camp for kids, establishing a positive relationship with campers at the first meeting, helping campers get comfortable during the first day and night, managing stress, symptoms of child abuse, and guidelines for appropriate counselor behavior with campers. Chapter 2 examines social trends affecting campers, relations and communications with parents, and the developmental characteristics of age groups. Physical, social, emotional, and intellectual characteristics and types of appropriate activities are listed for ages 5-7, 8-10, 11-13, and 14-17. Characteristics of young adults, adults, and senior citizens are also listed. Chapter 3 discusses reinforcing positive behaviors, courtesy and table manners, clues about behavior problems, homesickness, bed-wetting, aggression and violence, depression and suicide, attention deficit disorders, eating disorders, AIDS, and discipline. A behavior management guide lists behavior problems with prevention and intervention strategies and possible consequences. Chapter 4 examines group building, stages of group development, learning as part of the group process, and inappropriate group behaviors. Chapter 5 offers a checklist for counselor self-evaluation. (Contains an index.) (SV)

ED 440 798　　　　　RC 022 384

Knapp, Clifford E.

Teaching from the Heart: A Search for Meaning.

Pub Date—2000-04-08

Note—14p.; Paper presented at the Association for Environmental and Outdoor Education (Crestline, CA, April 8, 2000).

Pub Type— Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price – MF01/PC01 Plus Postage.

Descriptors—*Educational Philosophy, Educational Practices, Elementary Secondary Education, *Emotional Development, *Environmental Education, *Holistic Approach, *Outdoor Education, Social Development, *Teacher Role, Teacher Student Relationship

Identifiers—*Emotions, Respect

Ancient cultures believed the heart was the crossing point of passion and intellect, and modern scientists are realizing that the brain, heart, and immune systems are connected. The heart thinks, remembers, communicates, and contains stored information. Metaphors for the heart include sensitivity, compassion, sincerity, courage, respect, and support. Teaching and learning from the heart involves being genuinely human and using the full range of emotions and feelings. When teachers appear objective and emotionless, students become confused and alienated because their humanity is denied. Environmental and outdoor education have stressed the wholeness of knowledge and the person

and have focused on the importance of social and emotional growth within each student. Historically, schools have honored only students' minds and bodies, not their souls and spirits. Good teachers are weavers of connections among themselves, their subjects, and their students. The present climate of public education is determined not by teachers, but by corporate leaders and politicians, with an emphasis on testing, inflexible learning standards, prescribed textbooks, lockstep movement through an imposed curriculum, unresponsiveness to diverse 'earning styles, and other characteristics that do not respect learners. Outdoor educators can enlighten the public and lead the way to a saner way of teaching and learning by planning lessons directed to the students' hearts, where their intellect, feelings, body, and spirit converge. (Contains 19 references.) (TD)

ED 440 799　　　　　RC 022 385

Reimer, Catherine Swan

Counseling the Inupiat Eskimo. Contributions in Psychology, Number 36.

Report No.—ISBN-0-313-30934-5; ISSN-0736-2714

Pub Date—1999-00-00

Note—184p.; Foreword by Joseph E. Trimble.

Available from—Greenwood Press, 88 Post Road West, Westport, CT 06881 ($59.95). Tel: 800-225-5800 (Toll Free).

Pub Type— Books (010) — Guides - Non-Classroom (055) — Reports - Research (143)

Document Not Available from EDRS.

Descriptors—Alaska Natives, Child Rearing, *Counseling Psychology, Counselor Training, *Cultural Awareness, *Eskimos, Helping Relationship, Holistic Approach, Life Style, Mental Health, *Sharing Behavior, Social Values, Spirituality, Well Being, *World Views

Identifiers—*Cultural Values, Environmental Awareness, Inupiat (Tribe), Subsistence Lifestyle, Traditional Healing

Successful counseling interventions and treatment depend on understanding the worldview of the people to whom services are offered. This book provides culturally specific information about the Inupiat worldview of "personal well-being" as a basis for establishing counseling strategies. This perspective is obtained through interviews with 25 Inupiat elders and residents from Point Hope, Kivalina, Kotzebue, and Anchorage (Alaska). The Inupiat define well-being by sharing Inupiat words and their meanings in relation to well-being. In their worldview, the way one thinks and acts can have an effect on well-being and on the environment. A reciprocal relationship is formed through proper thinking and conduct, especially in the act of sharing. From the elders' perspective, good parenting and community support guide children to form a positive view of the self and their relationship to the community. What the Inupiat want from counselors is described in their own words. Chapters cover: historical background; Inupiat descriptions and words for personal well-being; the effect of thinking and proper conduct on one's personal well-being; taking responsibility for one's well-being; sociological factors affecting well-being; village healers; what every counselor should know; strategies to help the Inupiat people; beliefs about the environment; the importance of sharing; and beliefs about the whale (reciprocal relationship and the spiritual bond between the community and the whale). Appendices present the Inupiat value system, demographic information on the interviewees, and a map of Alaska. (Contains 110 references and an index.) (TD)

ED 440 800　　　　　RC 022 387

Stierman, Jeanne Koekkoek

Finding Rural Development Resources on the World Wide Web: Tips and Techniques for Efficient Searches.

Western Illinois Univ., Macomb. Illinois Inst. for Rural Affairs.

Pub Date—1999-10-00

Note—41p.

Available from—Illinois Institute for Rural Affairs, Stipes Hall 518, Western Illinois University, 1 University Circle, Macomb, IL 61455-

1390; e-mail: iira@ccmail.wiu.edu. For full text: http://www.iira.org/pubs/.

Pub Type— Guides - Non-Classroom (055) — Reference Materials - Directories/Catalogs (132)

EDRS Price – MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Community Development, Community Information Services, Health Services, *Online Searching, *Rural Development, Rural Education, *Search Strategies, *World Wide Web

Identifiers—*Search Engines, *Web Sites

This guide presents basic information on searching the World Wide Web and lists selected Web sites and links to resources that contain information on rural development. The guide describes and differentiates among search engines, Web directories, metacrawlers, and mutations. Searching tips include: using quotation marks around phrases; using plus and minus signs or Boolean expressions; truncating when appropriate; being as specific as possible; adding more words to narrow the search; searching in specific fields; thinking of synonyms; paying attention to dates; handling broken links; taking advantage of search engine help; and setting the browser to highlight visited links. Features and capabilities are listed for 12 search engines, directories, and metacrawlers, and addresses are provided for 19 such sites, as well as 5 additional sites that offer search engine help and analysis. A directory presents Web addresses and brief descriptions for 90 rural development Web sites in the categories of community development, economic development, education, finance and government, health, libraries, and transportation. (SV)

ED 440 801   RC 022 388

McFarland, William P.

Career Guidance Programs in Rural Schools: Framework for the Future.

Western Illinois Univ., Macomb. Illinois Inst. for Rural Affairs.

Pub Date—1999-06-00

Note—28p.

Available from—Illinois Institute for Rural Affairs, Stipes Hall 518, Western Illinois University, 1 University Circle, Macomb, IL 61455-1390. e-mail: iira@ccmail.wiu.edu; For full text: http://www.iira.org/pubs/.

Pub Type— Reports - Research (143) — Tests/Questionnaires (160)

EDRS Price – MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Career Education, *Career Guidance, *Educational Practices, Elementary Secondary Education, Partnerships in Education, Rural Education, *Rural Schools, School Surveys, Small Schools

Identifiers—United States (Midwest)

Students in rural areas need strong career guidance programs to help them overcome disadvantages related to poverty, isolation, and scarcity of occupational opportunities and role models. A survey of career guidance programs in rural schools examined three essential program components identified in national guidelines. These components are a program's focus on student self-knowledge, occupational exploration, and lifelong career planning; program collaboration, articulation, and communication with parents, community, faculty, and businesses; and program leadership, evaluation, and institutional support. Responses were received from 108 rural schools enrolling fewer than 555 students and located in 12 Midwestern states. Most career guidance programs were not comprehensive K-12 programs. Sixty percent of schools reported that less than one-third of counselor time was devoted to career guidance. Counselors helped students achieve self-understanding through assessment of interests and aptitudes. Counselors infused information about careers into the school curriculum, and they facilitated the career decision-making of students through counseling and the use of computer-based career exploration programs. Commonly used collaboration methods included parent conferences, consultation with other school departments, and the involvement of local businesses in special events. Counselors reported adequate institutional support for professional development and

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program facilities and also reported the use of multiple program evaluation methods. Several exemplary career guidance programs are described. (Contains 16 references and the survey questionnaire.) (SV)

ED 440 802   RC 022 389

Notes from the Field: KERA in the Classroom.

AEL, Inc., Charleston, WV.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—2000-03-00

Contract—RJ96006001

Note—23p.

Available from—AEL, Inc., P.O. Box 1348, Charleston, WV 25325-1348 ($2). Tel: 800-624-9120 (Toll Free). For full text: http://www.ael.org/rel/policy/note2000.htm.

Journal Cit—Notes from the Field: Education Reform in Rural Kentucky; v7 n1 Mar 2000

Pub Type— Collected Works - Serials (022) — Reports - Research (143)

EDRS Price – MF01/PC01 Plus Postage.

Descriptors—*Academic Achievement, Accountability, *Educational Change, Educational Improvement, Educational Needs, Elementary Education, Elementary Schools, Parent Attitudes, *Rural Education, Rural Schools, Teacher Attitudes

Identifiers—Kentucky, *Kentucky Education Reform Act 1990, *Policy Implementation

Since the 1990-91 school year, an ongoing project has studied the implementation of the Kentucky Education Reform Act (KERA) in four rural Kentucky school districts. Study methods have included over 1,200 interviews with various stakeholders, observation of over 500 classroom instruction hours, and a comprehensive review of key documents. This issue of "Notes from the Field" focuses on KERA's effects on teaching and learning in elementary schools. Three major themes emerged from the research. First, students have benefited from KERA. These benefits include: improved scores on many standardized tests; increased funding to improve school facilities and provide support programs, technology resources, and classroom materials; more diverse instructional practices and greater inclusion of special education students; and increased parental support and satisfaction. Second, several key components of KERA have not yet been fully realized in study schools. These problems include: difficulties in helping all students achieve at high levels; a shortage of principals who can provide instructional leadership; poor integration of the flexible/ungraded primary program with instruction and assessment in grades 4-12; lack of technology integration into the instructional program; and little teaching of higher-order skills. Third, certain aspects of KERA and its implementation warrant further attention, such as the need to link all reform efforts to the "big picture" of KERA, to restructure teacher time, to provide incentives for continuous teacher improvement, and to use school-based decision making more effectively. Each of the findings is linked to KERA goals and mandates. (SV)

ED 440 803   RC 022 390

Robbins, Rebecca L.

Touch the Sky: A Guide for Tribal and Community College Transfer Students.

Salish Kootenai Coll., Pablo, MT.

Spons Agency—National Science Foundation, Arlington, VA.

Pub Date—1998-00-00

Contract—HRD-9450369

Note—146p.

Available from—Salish Kootenai College Bookstore, P.O. Box 117, Pablo, MT 59855 ($15.00 plus $5.00 shipping, discounts for 50 or more copies). Tel: 406-675-4800.

Pub Type— Guides - Non-Classroom (055)

EDRS Price – MF01/PC06 Plus Postage.

Descriptors—Academic Aspiration, American Indian Education, *American Indians, *College Admission, College Credits, College Preparation, *College Transfer Students, Community Colleges, Higher Education, Science Educa-

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tion, *Student Adjustment, Student Financial Aid, Two Year College Students

This handbook aims to acquaint American Indian college transfer students with the transfer process and to help both high school and community college students succeed in getting a degree from the 4-year institution of their choice. Chapters 1-2 introduce the handbook; examine the important role of tribal colleges; describe the current state of American Indians in science, mathematics, engineering, and technology; list positive and negative factors influencing minority participation in science and engineering; and discuss selected majors in those fields. Chapters 3-4 discuss student planning of the transfer process, types of college credits, and key points in transferring credits. Chapters 5-7 cover the college admissions process; student financial aid, including aid specifically for American Indians; and college entrance exams. Chapters 8-12 discuss campus "climate" and its effect on whether Native students stay or drop out; the registration process; effective communication skills; conducting research; and working with university faculty and staff. Chapters 13-15 discuss survival at a 4-year university, including managing stress; coping with the administrative jungle; using advisors; anticipating problems; selecting housing; arranging child care; managing money; balancing one's academic and personal life; and working with other students in student organizations and on the Internet. Chapters 16-17 describe careers in science and engineering and how to find a job. Chapters include vignettes, key points, and checklists. Appendices list 59 print and online resources as well as institutional members of the All Nations Alliance for Minority Participation. (SV)

ED 440 804   RC 022 391

Woolman, David C.

The Australian Press and Education: A Survey of National and Global Perspectives.

Pub Date—1999-04-00

Note—24p.; Paper presented at the Annual Conference of the Comparative and International Education Society (Toronto, Ontario, Canada, April 14-18, 1999).

Pub Type— Information Analyses (070) — Speeches/Meeting Papers (150)

EDRS Price – MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Access to Education, Bilingual Education, Educational Finance, Educational Policy, *Educational Trends, Elementary Secondary Education, Foreign Countries, Higher Education, Indigenous Populations, Media Research, *Newspapers, *Politics of Education, Preschool Education, Private Schools

Identifiers—*Australia

The news media are often the main source of public information about education. This paper analyzes press coverage of selected issues in contemporary Australian education. From December 28, 1998, to February 17, 1999, daily educational reporting was surveyed in "The Australian" (a paper roughly equivalent to "USA Today") and in 18 state-based newspapers, including 12 dailies published in major cities, 2 small-town newspapers, and 2 less frequent publications from Aboriginal communities. During the period, 295 articles on education were reviewed, including 158 on private and public pre-K-12 education, 102 on higher education, and 35 on other education-related topics. Following a review of recent trends in Australian education, this paper discusses press coverage of controversial issues and other educational topics. These include: (1) government funding of private schools and related questions about the function and quality of public versus private education; (2) wide variation among states in the availability and quality of preschool education; (3) shortage of secondary school teachers, particularly mathematics teachers; (4) discipline problems and conflict resolution in schools; (5) a government plan to reduce welfare benefits to unemployed youth who fail literacy and numeracy tests; (6) assessment issues and the higher achievement of girls than boys; (7) reduced government funding for Aboriginal education and bilingual education; and (8) international educational competition and the development of

offshore programs by Australian universities. (Contains 65 references.) (SV)

ED 440 805 RC 022 392
Boethel, Martha
Rural Student Entrepreneurs: Linking Commerce and Community. (Benefits)[Squared]: The Exponential Results of Linking School Improvement and Community Development, Issue Number Three.
Southwest Educational Development Lab., Austin, TX.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—2000-00-00
Contract—RJ9600681
Note—8p.
Available from—For full text: http://www.sedl.org/prep/benefits2/issue3/.
Pub Type— Reports - Descriptive (141)
EDRS Price – MF01/PC01 Plus Postage.
Descriptors—Active Learning, Basic Business Education, Community Development, Economic Development, *Education Work Relationship, Elementary Secondary Education, *Entrepreneurship, Partnerships in Education, *Rural Education, Rural Schools, School Community Programs, *School Community Relationship, Vocational Education
In many rural areas, both communities and schools are threatened by decreasing population and changing economic conditions. To boost both the local economy and student achievement, a growing number of rural schools are turning to entrepreneurial education. In school entrepreneurship programs, students create small businesses under the guidance of the schools and community partners. Rather than focusing narrowly on teaching specific vocational skills, entrepreneurship encourages students to identify and create business opportunities while developing the skills needed to implement them. Most entrepreneurial programs are geared to high school students, but middle school and even elementary students may also benefit. The first goal of student entrepreneurship is always learning, and, therefore, the program must be integrated into the school curriculum. Entrepreneurship is well suited to interdisciplinary approaches. Classroom instruction, particularly at the higher grade levels, will need to address specific elements of business planning and operation. Teachers function more as facilitators, structuring the environment to nurture students' self-development. Schools must be prepared to adapt their traditional modes of operation to accommodate the program's needs. Community cooperation is essential to student success, and students should play an active role in developing school-community partnerships. Successful entrepreneurship programs in Alabama, Minnesota, New Mexico, Nebraska, and North Carolina are described. (SV)

ED 440 806 RC 022 393
South Dakota's Resource List for Children, Youth, and Families.
South Dakota State Dept. of Education and Cultural Affairs, Pierre.
Pub Date—1999-00-00
Note—233p.
Pub Type— Reference Materials - Directories/Catalogs (132)
EDRS Price – MF01/PC10 Plus Postage.
Descriptors—Adult Basic Education, Early Childhood Education, Elementary Secondary Education, Family Programs, *Human Services, Postsecondary Education, Rehabilitation Programs, Youth Programs
Identifiers—*South Dakota
This directory lists contact information for educational programs, human services, and other resources for children, youth, and families in South Dakota. Sections cover adult basic education programs, alcohol and drug treatment facilities, career learning centers, clothing, community health nurses, community mental health centers, consumer credit counseling, county veterans service offices, Department of Social Services offices, elderly nutrition projects, emergency management local coordinators, Even Start centers, family planning

service sites, farm worker organizations, federal property for the homeless, financial assistance, food pantries, Head Start centers, homeless education programs, housing, job service offices, legal services, licensed day care, licensed family day care, literacy councils, migrant school programs, multicultural centers, national toll-free numbers, Native American education, other services for veterans, postsecondary institutes, public transportation, referral agencies, regional WIC offices, shelters, sheriffs, soup kitchens, South Dakota Community Action Agencies, South Dakota GED examiners, South Dakota Veterans Employment Service offices, specialized or client transportation, state government agencies, state government resources, state toll-free numbers, transit-related organizations, tribal veterans service offices, VA medical hospitals, vocational rehabilitation services, Web sites for kids and students, Web sites for parents and teachers, and resources by city. (SV)

ED 440 807 RC 022 394
Education in South Dakota: A Statistical Profile, 1998-99.
South Dakota State Dept. of Education and Cultural Affairs, Pierre.
Pub Date—1999-00-00
Note—600p.; For the 1997-98 profile, see ED 431 805. Some figures may not reproduce adequately.
Available from—For full text: http://www.state.sd.us/deca/DATA/99digest.
Pub Type— Numerical/Quantitative Data (110)
EDRS Price – MF03/PC24 Plus Postage.
Descriptors—*Academic Achievement, Elementary Secondary Education, Enrollment, *Income, Preschool Education, *School District Spending, School District Wealth, *School Districts, School Statistics, Small Schools, Special Education, Standardized Tests, Tables (Data), Teacher Characteristics, Teacher Salaries
Identifiers—*South Dakota
This document presents statistical data on South Dakota and its 176 school districts for the 1998-99 school year. In 1998-99, South Dakota had 757 public schools serving 129,709 students. About half of the schools enrolled 100 or fewer students, and about one-quarter of school districts served fewer than 200 students. Minority group enrollment was about 12.3 percent, including 9.5 percent American Indian. Section 1 summarizes state data and covers: number of districts and schools; 1998 fall enrollment; program indicators for early childhood programs, home schooling, alternative schools, vocational and technical education, general educational development (GED), adult basic education, birth to age 3 services, special education, and nutrition services; student achievement (graduation rate and scores on college entrance examinations and standardized achievement tests); dropouts; administrator and teacher characteristics and salaries; and financial data. Sections 2 and 3 summarize district and school data and present profiles for individual districts. Each profile includes details on area and location, enrollment and attendance, percent eligible for free or reduced lunch, students transported, revenues, state aid, taxable valuations, levies, expenditures, instructional staff, and individual school data. Section 4 contains state data tables on staff, district rankings, expenditures, revenues, state aid, and changes in fund balances. Section 5 is a glossary. (SV)

ED 440 808 RC 022 395
O'Gara, Chloe Benoliel, Sharon Sutton, Margaret Tietjen, Karen
More, but Not Yet Better: An Evaluation of USAID's Programs and Policies To Improve Girls' Education. USAID Program and Operations Assessment Report No. 25.
Agency for International Development (IDCA), Washington, DC.; Academy for Educational Development, Washington, DC.
Pub Date—1999-06-00
Note—140p.
Available from—USAID Development Experience Clearinghouse, 1611 N. Kent St., Arlington, VA 22209. Tel: 703-351-4006. For full

text: http://www.dec.org/usaid_eval/.
Pub Type— Reports - Evaluative (142)
EDRS Price – MF01/PC06 Plus Postage.
Descriptors—*Access to Education, Educational Development, Educational Needs, *Educational Quality, *Educational Strategies, Elementary Education, Enrollment, *Females, Foreign Countries, Grade Repetition, Rural Education, *Womens Education
Identifiers—*Agency for International Development, Guatemala, Guinea, Malawi, Nepal, Pakistan
This report evaluates U.S. Agency for International Development (USAID) efforts to improve basic education for girls. The evaluation drew on field studies in: Guatemala, Guinea, Malawi, Nepal, and Pakistan; a country desk study of Egypt; issue-oriented research on Bolivia and Thailand; and a literature review. Findings indicate that effective strategies for getting girls into schools included increasing the proportion of national investments in primary education, strengthening institutions responsible for primary education, increasing the supply of schools near girls, designing schools to be acceptable places for girls, engaging the community, and addressing such obstacles as threats to girls' security and school costs. Although various USAID-supported programs were successful in improving educational quality, they were not scaled up because of a lack of a common definition of quality and lack of political support and policy frameworks to facilitate improvements. Effective strategies to help girls complete a basic education included changing school and community cultures from selection to inclusion, reducing costs to families, changing cultural perceptions of girls' potential, working with traditional leaders, and developing girl-friendly regulations and schools. Boys clearly and consistently benefited from initiatives aimed at girls' schooling needs. In all countries studied, USAID targeted and benefited not only girls, but also other children vulnerable to exclusion; those in remote rural communities, those from poor families, language minorities, and disenfranchised ethnic groups. Factors that may contribute to sustainability of outcomes are discussed. Appendices include field studies and basic data on Guatemala, Guinea, Malawi, Nepal, and Pakistan, and data on USAID funding for girls' education. (Contains an extensive bibliography, a glossary, and many data tables and figures.) (SV)

ED 440 809 RC 022 396
The Cispus Experience: A Curriculum Guide for the Cispus Learning Center.
Association of Washington School Principals, Olympia.
Pub Date—1992-00-00
Note—250p.; For companion document on the Cispus Learning Center, see RC 022 435.
Pub Type— Guides - Classroom - Teacher (052)
EDRS Price – MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—*Camping, Conservation (Environment), Creative Activities, Curriculum Guides, Ecology, Elementary Secondary Education, *Environmental Education, Geology, Group Activities, Lesson Plans, Orienteering, *Outdoor Education, Plants (Botany), Sensory Experience, Water, *Wildlife
Identifiers—Insects, *Nature Study, Rocks, Survival Skills
This curriculum guide presents lesson plans for outdoor and environmental education at the Cispus Learning Center, a camp in Randle, Washington. Objectives for the Cispus experience cover student learning of content, socialization as a team member, development of aesthetic awareness of nature and art, and increased physical wellness. Lesson plans include focus, group size, time and materials required, handouts, physical setting, and activities. The lesson plans are arranged in the following categories: (1) behavior and etiquette (trail safety, outdoor etiquette, litter maintenance, dining hall procedures and etiquette, and flag etiquette); (2) geology and soil (geology of the Cispus area, cave visits, rock identification, and soil pit study); (3) orienteering and trails; (4) water and wetlands (stream flow, water forces, creek study, human

impact on wetlands, water investigation, and wetlands development); (5) investigation and identification of trees, plants, and flowers; (6) animals, insects, and interrelationships (birds, worm composting, cyclic relations, human impact on wildlife, aquatic insects, bats, food chain, animal specialization and adaptation, organism interdependence, story telling, and owl pellet dissection); (7) aesthetics and sensory exploration, adaptation, and experimentation; (8) creativity and imagination (journal and letter writing, campfire programs, nature poems, sketching, and handicrafts); (9) outdoor survival, edible and medicinal plants, and nutrition; and (10) conservation (population factors, soil erosion, environmental careers, pollution, and forest use). (SV)

ED 440 810   RC 022 398
Young, Deidra J.
The Usefulness of Value-Added Research in Identifying Effective Schools.
Spons Agency—Australian Research Council.
Pub Date—1999-12-00
Note—34p.; Paper presented at the Joint Conference of the Australian Association for Research in Education and the New Zealand Association for Research in Education (Melbourne, Australia, November 29-December 2, 1999). Photographs may not reproduce adequately.
Available from—For full text: http://www.swin.edu.au/aare/.
Pub Type— Reports - Research (143) — Speeches/Meeting Papers (150)
EDRS Price – MF01/PC02 Plus Postage.
Descriptors—Case Studies, *Educational Environment, Effective Schools Research, Foreign Countries, High Schools, *Rural Schools, *School Effectiveness, *Science Achievement, *Science Education, *Socioeconomic Status, Student Behavior, Teacher Attitudes, Teacher Morale, Urban Schools
Identifiers—*Australia (Western Australia)
    During the Western Australian School Effectiveness Study (WASES), 28 rural and urban high schools and 3,500 students were surveyed to investigate features of effective schools, and 21 schools and 1,024 students were studied longitudinally. Effective schools were identified in terms of higher than expected science and mathematics achievement, when socioeconomic status (SES) and other student factors were controlled. This paper presents case studies of four WASES schools: an effective, middle-SES urban school; an effective, low-SES rural school; and two ineffective, low-SES rural schools. Data collection included interviews of principals and science teachers and observations of science classrooms. Ineffective schools displayed high levels of stress combined with low teacher morale and internal conflicts among both students and staff. At-risk students, often Aboriginal students and those suffering from health-related problems, were less likely to learn as teachers spent much time on student behavior problems. Other characteristics of ineffective schools were student violence, teacher discontent, high level of teacher transfers out of the school, and teacher fear of students. Students from lower socioeconomic backgrounds or disadvantaged family structures tended to have poor educational attitudes. Effective schools had strong leadership, good teacher-administrator relationships, clear and consistent rules and discipline, teacher collaboration, high teacher expectations, and supportive parent collaborations. (Contains 34 references and photographs.) (SV)

ED 440 811   RC 022 399
Carpenter, Vicki   McMurchy-Pilkington, Colleen   Sutherland, Sue
What Is Successful Pedagogy in Auckland's Low Decile Primary Schools? Preliminary Findings.
Pub Date—1999-12-00
Note—15p.; Paper presented at the Joint Conference of the Australian Association for Research in Education and the New Zealand Association for Research in Education (Melbourne, Australia, November 29-December 2, 1999). Supported by Auckland College of Edu-

cation.
Available from—For full text: http://www.swin.edu.au/aare/.
Pub Type— Reports - Research (143) — Speeches/Meeting Papers (150)
EDRS Price – MF01/PC01 Plus Postage.
Descriptors—*Disadvantaged Schools, Economically Disadvantaged, *Educational Environment, Educational Practices, Elementary Education, *Elementary School Teachers, Foreign Countries, Indigenous Populations, Minority Group Children, Overachievement, *Success, *Teacher Attitudes, Teacher Behavior, *Teacher Student Relationship
Identifiers—New Zealand (Auckland)
    In New Zealand, schools are given decile rankings based on census reports of parental socioeconomic status. An ongoing project seeks to identify beliefs and attitudes that make a teacher's work successful in low-decile primary schools in the greater Auckland area. This paper focuses on three teachers whose professional practice was considered exceptional by colleagues and outside academics. All three were of European descent and worked in low-decile elementary schools where most students were of Maori or Pacific Island descent. Interviews were conducted with the teachers, their principal, teaching colleagues, Board of Trustees members, and community members with children enrolled in the school. The interviews revealed key common attributes. All three teachers articulated a clear and strong philosophical approach to teaching that included commitment to the empowerment of learners. Underlying this commitment were beliefs about children: (1) children can be self-managing learners if they have structures and routines, high teacher expectations, and positive role models; (2) children are community members, they should be taught social skills, and their cultural backgrounds should be valued and included in school; and (3) children can succeed if someone believes in them and they have a safe, noncompetitive environment. All three teachers were lifelong learners who shared a personal and public passion for learning. The teachers shared strong loving relationships with children and created caring environments in their classrooms and the school. (Contains 20 references.) (SV)

ED 440 812   RC 022 400
Carpenter, Vicki
Neither Objective nor Neutral? Reflecting on My Subjectivity throughout the Research Process in Takiwa School.
Pub Date—1999-12-00
Note—14p.; Paper presented at the Joint Conference of the Australian Association for Research in Education and the New Zealand Association for Research in Education (Melbourne, Australia, November 29-December 2, 1999).
Available from—For full text: http://www.swin.edu.au/aare/.
Pub Type— Opinion Papers (120) — Reports - Descriptive (141) — Speeches/Meeting Papers (150)
EDRS Price – MF01/PC01 Plus Postage.
Descriptors—*Educational Researchers, Educational Sociology, Elementary Secondary Education, Ethics, Ethnography, Foreign Countries, *Objectivity, Personal Narratives, *Qualitative Research, *Rural Schools, *School Community Relationship, Small Schools
Identifiers—New Zealand, *Researcher Subject Relationship
    An educational researcher describes and reflects on a qualitative research project she conducted, focusing on her positioning, neutrality, and objectivity throughout the research process and during subsequent data analysis. The research took place in a K-12 school in a remote rural New Zealand community inhabited by Maori, 1970s "hippies," and more recent arrivals seeking an "alternative" lifestyle away from urban areas. The research focused on the politics of the development of a progressivist, alternative learning unit within the school, promoted primarily by newcomer parents. The researcher had been a teacher and associate principal in the school for 4 years, then went to a university and was immersed in the discipline of educational sociology for 4 years; thus she came to

the project with both insider and outsider status and perspective. This paper discusses the project's interpretivist methodology, the researcher's commitment to community empowerment through participative problem solving, research ethics, the assets and liabilities of the insider perspective, and whether objectivity is possible in research. The conclusion contends that although this research has validity, the researcher's positioning and resources make it impossible for the thesis to be fully objective or fully neutral. It is suggested that other educational researchers, despite claims to the contrary, are also neither fully objective nor fully neutral in their research practices. (Contains 31 references.) (SV)

ED 440 813   RC 022 407
Liebenstein, Ann M.
Conversion of School Buildings in Rural Illinois Communities.
Western Illinois Univ., Macomb. Illinois Inst. for Rural Affairs.
Pub Date—1998-00-00
Note—10p.
Available from—For full text: http://www.iira.org/pubs/#RurRsrch.
Journal Cit—Rural Research Report; v10 n2 Fall 1998
Pub Type— Collected Works - Serials (022) — Reports - Research (143)
EDRS Price – MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—*Building Conversion, Case Studies, Community Development, Community Involvement, Community Services, Elementary Secondary Education, Rural Areas, *Rural Schools, *School Buildings, School Closing, School Community Relationship
Identifiers—*Building Evaluation, *Illinois
    The possibility of converting a vacated school building into a useful resource presents a community with an interesting situation. During a 5-year period ending in 1997, over 100 rural Illinois communities encountered this situation. This report explores what happens to vacant school buildings and offers case studies of various re-uses, new ownership, and funding mechanisms. Basic concerns and challenges of the conversion process are whether the school building has value, what type of use is most appropriate, who the developers are, and how the conversion process works. Survey responses from 22 regional offices of education in nonmetropolitan Illinois counties reported 25 closed buildings with 19 converted to other uses. Case studies were developed on the conversion projects identified. School buildings have been converted to housing, commercial purposes, and community centers. Not one of the conversions was reported as a failure. Respondents most frequently defined a successful conversion as filling a need within the community or increasing the local tax base. A comparison to conversions in earlier decades shows that as vacated school buildings are larger now, a more sophisticated conversion process and greater expertise are needed. This increased complexity also requires a public commitment to enabling and supporting conversions until they can become financially self-sufficient. (SV)

ED 440 814   RC 022 409
Turpin, Rodney Hinton, Deborah
Academic Success of At-Risk Students in an Alternative School Setting: An Examination of Students' Academic Success Out of the Mainstream School Environment.
Pub Date—2000-00-00
Note—52p.; Master's Research Paper, Campbellsville University. Figures may not reproduce adequately.
Pub Type— Dissertations/Theses (040) — Tests/Questionnaires (160)
EDRS Price – MF01/PC03 Plus Postage.
Descriptors—*Academic Achievement, *Educational Practices, Elementary Secondary Education, *High Risk Students, *Institutional Characteristics, *Nontraditional Education,

School Surveys, Small Schools, Student Placement

Identifiers—*Kentucky

This report examines whether students at risk for academic failure are achieving success in Kentucky's alternative schools. Alternative schools serve as a placement both for students who disrupt the mainstream classroom and for those who need academic remediation. Such mixed placements may not provide a quality education for students having only academic problems. A survey of alternative schools and programs in Kentucky examined organizational characteristics, educational practices, and academic achievement. Usable responses were received from 58 of 153 schools surveyed. About 43 percent of alternative schools had been in operation for 1-2 years. All schools/programs served fewer than 181 students, with 58 percent serving fewer than 31 students. The top factors determining student placement in alternative schools were disruptive/violent behavior and academic failure. Almost all alternative schools were self-contained systems, and 81 percent were self-contained in separate facilities. Ninety-one percent of respondents reported grade improvement for at-risk students while in the alternative program. Graduation rates were inconclusive because many districts require students to return to the mainstream school to graduate or drop out. The survey also collected data on hours of operation, sources of curriculum design, students' behavior or attitude change, grade level organization, strategies used to motivate students academically and behaviorally, student gender ratio, and district dropouts. Appendices include the survey questionnaire and list Kentucky alternative schools/programs. (Contains 33 references and 15 figures.) (SV)

ED 440 815   RC 022 410

Federally Funded Native Hawaiian Programs. Hearing before a Subcommittee of the Committee on Appropriations, United States Senate, One Hundred Sixth Congress, First Session. Special Hearing (Honolulu, Hawaii, August 16, 1999).

Congress of the U.S., Washington, DC. Senate Committee on Appropriations.

Report No. —Senate-Hrg-106-409; ISBN-0-16-060331-5

Pub Date—2000-00-00

Note—158p.

Available from—U.S. Government Printing Office, Superintendent of Documents, Congressional Sales Office, Washington, DC 20402. For full text: http://www.access.gpo.gov/congress/senate.

Pub Type— Legal/Legislative/Regulatory Materials (090)

EDRS Price – MF01/PC07 Plus Postage.

Descriptors—Early Childhood Education, *Educational Needs, Elementary Secondary Education, Federal Legislation, *Federal Programs, *Hawaiians, Health Needs, *Health Services, Hearings, Higher Education, Job Training, State Programs

Identifiers—Congress 106th, *Hawaii, Native Americans

At a hearing in Honolulu (Hawaii), the Subcommittee on Labor, Health and Human Services, Education and Related Agencies of the U.S. Senate Committee on Appropriations received testimony on health, education, and employment and training programs serving the Native people of Hawaii. In July 1999, a federal government brief filed in a U.S. Supreme Court case established the official legal position of the United States that Native Hawaiians have the same status as other Native people of the United States and that there is a federal trust responsibility for Native Hawaiians. Testimony from state-level administrators outlined the current status of health, housing, education, and job training for Native Hawaiians and proposed recommendations for pending federal legislation: the Native American Housing Assistance and Self-Determination Amendments of 1999, the Native Hawaiian Health Care Improvement Act, and the Native Hawaiian Education Act. Other testimony described Native Hawaiian health care systems, the Native Hawaiian heart health initiative, the Native

Hawaiian Cancer Awareness Research and Training Center, the Hawaii high schools health study, the Native Hawaiian Health Scholarship Program, the practice of naturopathic medicine with Native Hawaiians, the Native Hawaiian Higher Education Program and its outcomes and impacts, programs focused on Hawaiian language and cultural maintenance, family-based early childhood education programs, the Native Hawaiian Center of Excellence (to improve the health of indigenous Hawaiians), comprehensive school-based services, and the Native Hawaiian Special Education Project. (SV)

ED 440 816   RC 022 411

Rio Arriba County Strategy To Combat Heroin Addiction. Hearing before a Subcommittee of the Committee on Appropriations, United States Senate, One Hundred Sixth Congress, First Session. Special Hearing (Espanola, New Mexico, March 30, 1999).

Congress of the U.S., Washington, DC. Senate Committee on Appropriations.

Report No. —Senate-Hrg-106-74; ISBN-0-16-058704-2

Pub Date—1999-00-00

Note—106p.

Available from—U.S. Government Printing Office, Superintendent of Documents, Congressional Sales Office, Washington, DC 20402. For full text: http://www.access.gpo.gov/congress/senate.

Pub Type— Legal/Legislative/Regulatory Materials (090)

EDRS Price – MF01/PC05 Plus Postage.

Descriptors—*Community Programs, Crime, Drug Abuse, *Drug Addiction, Drug Education, *Drug Rehabilitation, Early Childhood Education, Elementary Secondary Education, *Federal Aid, Hearings, *Heroin, Planning, *Prevention, Rural Areas, Youth Programs

Identifiers—Congress 106th, *New Mexico (Rio Arriba County)

At an Espanola (New Mexico) hearing, the Subcommittee on Commerce, Justice, and State, the Judiciary, and Related Agencies of the Senate Committee on Appropriations heard testimony on heroin addiction and intervention efforts in Rio Arriba County, New Mexico. An opening statement of Senator Pete Domenici outlined the problem of an epidemic of black tar heroin addiction afflicting the county, with accompanying crime and delinquency problems. A representative of the federal Office of Justice Programs (OJP) described relevant OJP initiatives, particularly Weed and Seed, which provides funding for community law enforcement, drug treatment programs, and after-school youth activities aimed at drug and delinquency prevention. Other federal officials discussed block grants and state incentive grants for drug prevention and treatment programs, the Starting Early Starting Smart program for children aged 0-7, physical and mental health problems related to drug abuse, the science of heroin addiction and treatment, and science-based drug education materials for grades 5-9. Representatives of state and local agencies discussed substance abuse-related detention costs; substance abuse, mental health, and related medical costs for local prisoners; the Rio Arriba Strategic Plan for Substance and Alcohol Abuse and Treatment; the rationale for a county-wide plan; current substance abuse reduction activities in the county; youth development as primary prevention; the high rates of drug-related death in New Mexico; the special problems of isolated rural communities; and a drug treatment program based on yoga, meditation, and nutrition. (SV)

ED 440 817   RC 022 416

Latinos in Education.

White House Initiative on Educational Excellence for Hispanic Americans, Washington, DC.

Pub Date—1999-00-00

Note—17p.

Available from—For full text of individual sections: http://www.ed.gov/offices/OIIA/Hispanic/

rr/.

Pub Type— Information Analyses (070)

EDRS Price – MF01/PC01 Plus Postage.

Descriptors—*Academic Achievement, College Students, *Educational Attainment, Elementary School Students, Elementary Secondary Education, *Enrollment, Enrollment Projections, Higher Education, *Hispanic American Students, Population Trends, Preschool Children, Preschool Education, School Demography, Secondary School Students

Identifiers—*Latinos

This booklet provides a snapshot of Latinos in the U.S. education system from early childhood through graduate education. Latino students comprise about 15 percent of the K-12 population today and are expected to reach about 25 percent by 2025. California, Texas, and Florida serve the highest concentrations of Hispanic students. Latino educational attainment lags behind that of the rest of the nation. Differences in achievement between Hispanics and non-Hispanics begin as early as kindergarten and continue through high school. Latinos in higher education tend to be concentrated in a relatively small number of institutions in five states. A section on Latinos in early childhood education covers the under-5 population, enrollments of Latino children aged 3-5 compared to other ethnic groups, urban-suburban comparisons, influence of parental education and income, and school readiness. A section on Latinos in elementary education (K-8) discusses population, enrollment, urbanicity and poverty, academic achievement, limited English proficiency, computer usage, and Hispanic teachers. A section on Latinos in secondary education (9-12) reviews population, enrollment, academic achievement, dropout rates, course selection, high school completion rates, and college preparation. A section on Latinos in higher education covers population, enrollment rates, type of institution, concentration in a few institutions and states, part-time students, student financial aid, college completion, and degrees awarded. A section on Latinos in graduate education discusses enrollment, gender differences, financial aid, degrees awarded, and Latino faculty. (SV)

ED 440 818   RC 022 435

Cispus: Experiences in Green.

Association of Washington School Principals, Olympia.

Pub Date—1992-00-00

Note—255p.; For companion document on the Cispus Learning Center, see RC 022 396.

Pub Type— Guides - Classroom - Teacher (052) — Reports - Descriptive (141)

EDRS Price – MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Camping, Conservation (Environment), Ecology, Elementary Secondary Education, *Environmental Education, *Facilities, Geology, Lesson Plans, *Outdoor Education, Plants (Botany), Safety, Stars, Wildlife

Identifiers—*Nature Study, *Outdoor Education Centers, Survival Skills

This document describes the facilities, grounds, and resources of the Cispus Learning Center in Randle, Washington, and presents lessons plans for outdoor and environmental education. The Cispus Learning Center is located on a tree-clad 45-acre site bordering Gifford Pinchot National Forest in southeast Washington. Constructed in 1964-65, the facility includes heated dormitories with showers and toilet facilities, dining hall, auditorium, education building with various resources and natural history displays, lounge, play fields, gymnasium, dispensary, covered pavilion, meeting rooms, campfire circle, trails for hiking and nature study, and ropes courses. Users of the Learning Center present their own programs and can draw on abundant and varied wildlife, trees and plants, geologic features, and sites for aquatic investigations. The trails and physical facilities are described in detail, and general information, typical schedules, available resources, building plans, and site maps are provided for program planning. A brief handbook for student counselors is included. Lessons plans include focus, group size, time and materials required, physical setting, handouts, and instruc-

tions for group activities. The lesson plans are presented in the following categories: (1) star watching (constellations, moon, and meteors); (2) rocks, erosion, soil, and the geology of the Cispus Valley; (3) local landmarks (Mt. St. Helens, caves, and archeology); (4) safety practices and survival skills; (5) water resources, endangered species, wildlife management, and conservation; (6) ecology (animal adaptation, food chains, biodiversity, and plants in the ecosystem); and (7) other lessons (creative writing, food, observation, and weather). (SV)

SE

ED 440 819   SE 061 697
Proceedings of the International Best of Both Worlds Conference (Pretoria, South Africa, March 1998).
Pub Date—1998-03-00
Note—373p.; Presented by the University of South Africa, Vista University, and the South African College of Education. Sponsored by the Anglo American and De Beers Chairman's Fund, Gencor Development Trust, SAPPI, Foundation for Research and Development, Repro Printers, Cocoa-Cola, and Kagiso Publishers.
Pub Type— Collected Works - Proceedings (021)
EDRS Price – MF01/PC15 Plus Postage.
Descriptors—Community Development, Conservation Education, Curriculum Development, Elementary   Secondary   Education, *Environmental Education, Foreign Countries, Higher Education, Learning Strategies, *Sustainable Development
Identifiers—Pakistan, South Africa, Thailand
This document contains the proceedings of the International Best of Both Worlds Conference presented by the University of South Africa, Vista University, and the South African College of Education. Papers include: (1) "A Strategy for the Implementation of Environmental Education in the Intermediate and Secondary School Phases in South Africa" (Bornman, G.M.); (2) "Environmental Education and Education for Survival" (Carlson, Ulaf; Mkandla, Strike); (3) "Major Constraints in the Development of an Instrument To Assess the Three Levels of Environmental Literacy of Teachers" (Chacko, C.C.); (4) "Exploring Common Grounds for Environmental Education in the U.S. and Pakistan To Make Recommendations for Negotiating Barriers in Pakistan: A Comparative Study" (Daudi, Sabiha S.); (5) "E.A.S.Y. Programme (Environmental Award System for Youth)" (De Bruin, Dee; Barnes, Barry; Barrowman, Cherie; Gajathar, Radika); (6) "University Environmental Policy: An Overview of the Environmental Education Teaching, Researching and Extension Programs and Administrative Activities at the Federal University of Sao Carlos (Sao Paulo State, Brazil)" (Torres de Oliveira, Haydee; Arantes do Nascimiento Teixeira, Bernado); (7) "Using the World of the Dead to Learn about the World of the Living: 'A Museum Comes to Life through Environmental Education'" (Dreyer, Johann); (8) "Children's Conception of Environment in the Primary School" (Eloranta, Varpu; Antila, Niina; Heinonen, Petra); (9) "Urban Agriculture Course at Technikon SA: An 'Ecolative' Approach" (Gaum, Wilma G.); (10) "Environmental Education—An Industrial Perspective" (Govender, Troy); (11) "The Contribution That Technology Can Make as a Field of Study in Developing Learners to Interact Meaningfully with the Environment" (Gumbo, Mischack); (12) "Environmental Education for All—Including the Learners with Special Educational Needs" (Hugo, Anna J.); (13) "The Development of an Environmental Education Research Directory for Southern Africa" (Irwin, Pat); (14) "Native African Tribes and the African Environment" (Jordaan, Johannes H.); (15) "Wild, Wonderful Wyoming: Choices for the Future" (Rizor, David; Keown, Duane); (16) "Population Education for the Global Family" (K'oywa, Cyprian Othieno); (17) "Economy in Transition as a Bridge for Transfer of Know-How between the Worlds—Case Study: Pollution Prevention" (Kuras,

Mecislav; Dobes, Vladimir); (18) "Community Understanding of Biodiversity and Ecological Relationships—The Basis for Implementing ESD Principles" (Lehmann, Peter); (19) "USP RECICLA; From Pedagogics to Technology: A Waste Minimization Programme" (Leme, Patricia); (20) "Integrating Environmental Education across the Curriculum in Higher Learning" (Little, R.L.); (21) "Third World South African Scholars: Social and Environmental Problems in the Nineties" (Lombard, Marilise); (22) "Effective Environmental Strategies for Sustainable Development" (Londhe, G.D.); (23) "Microscale Water Quality Test Kits: A Bridge between the 'Pre-Modern' and 'Western' Worlds for Environmental Educators?" (McKay, Ian); (24) "Outcomes and Indicators of a Successful Environmental Education Program" (Machado, Kathy); (25) "The Conflict between Conservation and Basic Human Needs" (Matjokana, W.); (26) "Community Development the Key to Sustainable Environmental Education" (Mearns, K.F.); (27) "Environmental Aspects of Concern in the Public Administration of South Africa" (Nealer, E.J.); (28) "Communities in South Africa and the Development of an Acceptable Environment" (Odendaal, S.C.C.); (29) "Indigenous Myth, Story and Knowledge in/as Environmental Education Processes" (O'Donoghue, Rob; Board, Natal Parks; van Rensburg, Emeta Jan Se)); (30) "Environmental Science and Rural Development: The Case of the Curriculum of the School of Environmental Sciences, University of Venda" (Omara-Ojungu, P.H.); (31) "Environmental Education and Research in Teacher Education in Finland—Different Aspects and Future Visions" (Palmberg, Irmeli E.); (32) "Border Crossings in Environmental Education: Backing the Best of Both Worlds" (Plant, Malcolm); (33) "Technology Education: Enhancing the Best of Both Worlds" (Potgieter, Calvyn); (34) "The Socio-Ecological Crisis and Education for Sustainable Living: Is an Essentialist Standpoint Possible?" (Robinson, John; Shallcross, Tony); (35) "Environmental Education: At The Cross-Road of Theory and Practice" (Schaller, E.M.J.); (36) "Education for Environment and Sustainability" (Scoullos, M.); (37) "Outcomes Based Education versus the 'Old' Approach: Using the Best of Both in Environmental Education?" (Schulze, Salome); (38) "Researching Participation and Participating in Research: Essential Dimensions of Education for Sustainability?" (Shallcross, Tony; Robinson, John; Nichol, Robbi); (39) "EcoSchool: An ESD Approach: A Curriculum and Lifestyle Program for Australian Schools" (Smith, John H.); (40) "Philosophical, Epistemological, Doctrinal and Structural Basis for an International Environmental Education Curriculum" (Subbarini, Mohammad S.); (41) "Environmental Education in Tourism—A Comparison between Canada and Japan" (Telfer, David J.; Hashimoto, Atsuko); (42) "Environmental Education in Thailand: Reproduction and Reformation" (Thathong, Kongsak); (43) "The Relevance of Environmental Education to the OBE Curriculum 2005 in South African Schools" (Vakunta, Peter Wuteh); (44) "Creating Environmental Perspectives in a Developing Community" (van der Linde, C.M.); (45) "Education in South Africa's Curriculum 2005: Developments and Challenges" (van Rooyen, H.G.); (46) "Environmental Education for the Early Years: All about Me and My Skin, as Examples of Programme Organisers To Engage Young Children in Inquiry and Exploration of Their Environment" (van Staden, C.J.S.); (47) "The Contribution of Environmental Education to Sustainable Development" (Veneti, Athena); (48) "South Africa and the Environmental Challenge" (Campillo, Maria Vidaurreta); (49) "Using the Environment To Enable Learners with Special Educational Needs (Behavior Problems) To Actualise Their Potential" (Weeks, F. H.); (50 "Quality Housing Education—Foundation for a New Paradigm To Effect Responsible Environmental Ethics in West Africa" (Willington, D. M. Nii-Aziri); and (51) "Participatory Search for Eco-Friendly Solutions to Development Needs of Some Narribian Communities" (Zimmermann, Ibo). (CCM)

ED 440 820   SE 062 617
Geography and Environmental Education: International Perspectives. Proceedings of the Annual Meeting of the IGU Commission on Geographical Education (London, England, April 11-13, 1999).
International Geographical Union.
Pub Date—1999-04-00
Note—182p.; Co-sponsored by the Institute of Education, University of London.
Pub Type— Collected Works - Proceedings (021)
EDRS Price – MF01/PC08 Plus Postage.
Descriptors—*Environmental Education, *Environmental Influences, Foreign Countries, *Geographic   Concepts,   Geography,   Higher Education, Learning Strategies, Secondary Education, Teaching Methods
Identifiers—Brazil, Russia, South Africa
This document contains the proceedings from the London conference on geography and environmental education sponsored by the International Geographical Union (IGU) Commission on Geographical Education. Papers include: (1) "The Ecocitizen: A Challenge to Environmental and Geographical Education" (Haubrich, Hartwig); (2) "Learning To Teach about Environmental Issues in Geography" (Corney, Graham); (3) "Through Whose Eyes? Confronting the Environmental Dilemma in Geographical Education" (Van-Harmelen, Ursula); (4) "How Does the Geography Teacher Contribute to Pupils' Environmental Education?" (Reid, Alan); (5) "Fieldwork and the Development of Thinking Skills in Geography and Environmental Education" (Foskett, Nick); (6) "Interdisciplinary Urban River Studies: The Chicago River" (Giles, John H.; Parson, Chris); (7) "The Local Landscape and Fieldworks in Teaching Geography in Finnish Schools" (Lahti, Leena); (8) "Caves and Waves'—What Do Adventurous Experiences During Field Trips Mean to Pupils?" (Lai, Kwok Chan); (9) "It Is the Question: To Do Good Research and To Do Research Well" (Van der Schee, Joop); (10) "Finnish-NW Russian Environmental Education in St. Petersburg: The Starting Phase of an Action Research Project" (Lappalainen, Annikki; Godenhjelm, Mette; Houtsonen, Lea; Malmberg, Heli; Smirnova, Lioudmila); (11) "Adapting the Geographic and Environmental Education Model to Engineering and Technical Education" (Sacks, Arthur B.; Amery, Hussein A.); (12) "Geography's Current and Future Role in Environmental Education: A New Zealand Perspective" (Logie, June); (13) "Environmental Education—Perspectives from Colombia" (Aristizabal, Ana Maria Duque); (14) "Expo '98 Influence on Environmental Education in Portuguese Schools" (Ferreira, Manuela; Miranda, Branca); (15) "Social Justice and Environmental Concerns: The Case of South Africa" (Ramutsindela, Maano); (16) "Fitting Environmental Education (EE) into the Greek Educational System: The Organisation and Development of an In-Service Training Programme for Secondary Teachers" (Panagiotou, Apostolis); (17) "Making Issues-Based Enquiry a Reality in South African Secondary School Geography through Cooperative Fieldwork" (Wilmot, Di); (18) "Student Environmental Activism in the Contexts of Age and Gender" (Isaac, M.; Williams, Michael); (19) "Museum Evaluation and the 'Ecolia' Project" (Iguchi, Jack); (20) "Environmental Literacy and Decision Making: A Challenge for Low Illiterate Societies?" (Daudi, Sabiha); (21) "The Role of Women's Social Representations in an Urban Environmental Education Programme in Manaus, Amazonas, Brazil" (Storey, Christine); (22) "The Making of a Multimedia Resource" (Waumsley, Lorraine); (23) "Attitudes of Portuguese Secondary School Pupils in Relation to Hazardous Waste Disposal and Treatment" (Alexandre, Fernando; Ferreira, Manuela); (24) "Public Understanding of Air Quality Information in Thailand" (Dillon, Justin; Watson, Rod; Suwannotachote, Rapeepun); (25) "The Case for Values Awareness in Environmental Higher Education" (Merritt, J. Quentin; Jones, Peter C.; Palmer, Clare); (26) "Environmental Education in Russian Universities" (Romanova, Emma; Kasimov, N.S.); (27) "Common Themes across a Varied Geography: A First Look at Theory and Practices of Biodiversity Education in Canada"

(Kelsey, Elin); (28) "Ecological Education in Russia as a Geographical Problem" (Lyubarsky, Alexander); and (29) "A Rising Tide: Promoting Care and Understanding of Our Oceans through Geographical Science, Research and Environmental Education" (Heeps, Carolyn). (CCM)

ED 440 821   SE 063 036
Hungerford, Harold R., Ed. Bluhm, William J., Ed. Volk, Trudi L., Ed. Ramsey, John M., Ed.
Essential Readings in Environmental Education.
Report No.—ISBN-0-87563-756-6
Pub Date—1998-00-00
Note—382p.
Pub Type— Collected Works - General (020)
EDRS Price – MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—*Curriculum Development, Educational Change, Elementary Secondary Education, *Environmental Education, Higher Education, *Resource Materials, Teaching Methods
This book provides 29 readings that provide a detailed overview of those elements that might take environmental education from the intuitive to the valid, to a field where there truly is a defensible, substantive structure. Contents include: (1) "Tensions in Environmental Education: Yesterday, Today, and Tomorrow" (Disinger, John F.); (2) "The Tbilisi Declaration"; (3) "Environmental Education's Definitional Problem" (Disinger, John F.); (4) "The Concept of Environmental Education" (Stapp, William B., et al.); (5) "The Status of Environmental Education with Respect to the Goal of Responsible Citizenship Behavior" (Culen, Gerald R.); (6) "Two Hats" (Hug, John); (7) "The Myths of Environmental Education—Revisited" (Hungerford, Harold R.); (8) "A Survey of the Status of State-Level Environmental Education in the U.S." (Kirk, Michelle; Wilke, Richard; Ruskey, Abby); (9) "Education Reform, Setting Standards, and Environmental Education" (Simmons, Deborah). (10) "Environmental Literacy in the United States" (Volk, Trudi L.; McBeth, William); (11) "Goals for Curriculum Development in Environmental Education" (Hungerford, Harold; Peyton, R. Ben; Wilke, Richard J.); (12) "Curriculum Development in Environmental Education for the Primary School: Challenges and Responsibilities" (Hungerford, Harold R.; Volk, Trudi L.); (13) "Environmental Education in the K-12 Curriculum: Finding a Niche" (Ramsey, John M.; Hungerford, Harold R.; Volk, Trudi L.); (14) "Integration and Curriculum Design" (Volk, Trudi L.); (15) "Comparing Four Environmental Problem Solving Models: Additional Comments" (Ramsey, John); (16) "A Technique for Analyzing Environmental Issues" (Ramsey, John M.; Hungerford, Harold R.; Volk, Trudi L.); (17) "So...You Want To Teach Issues?" (Ramsey, John; Hungerford, Harold); (18) "Assessment in Environmental Education" (Marcinkowski, Thomas); (19) "Outcome Research in Environmental Education: A Critical Review" (Leeming, Frank C.; Dwyer, William O.; Porter, Bryan E.; Cobern, Melissa K.); (20) "Predictors of Responsible Environmental Behavior: A Review of Three Dissertation Studies" (Marcinkowski, Thomas); (21) "Changing Learner Behavior through Environmental Education" (Hungerford, Harold R.; Volk, Trudi L.); (22) "The Pros and Cons of Research in Environmental Education" (Smith-Sebasto, Nicholas J.); (23) "Environmental Education and Environmental Interpretation: The Relationships" (Knapp, Doug; (24) "Evaluation of Natural Resource Education Materials: Implications for Resource Management" (Pomerantz, Gerri A.); (25) "Are We Meeting the Goal of Responsible Environmental Behavior? An Examination of Nature and Environmental Education Center Goals" (Simmons, Deborah A.); (26) "An Analysis of an Anti-Environmental Education Article: 'The Globalist Children's Crusade'" (Ramsey, John); (27) "Goals and Competencies for Precollege STS Education: Recommendations Based upon Recent Literature in Environmental Education" (Rubba, Peter A.; Wiesenmayer, Randall L.); (28) "The Science Education Reform Movement: Implications for Social Responsibility" (Ramsey, John); and (29) "The

General Teaching Model (GTM)" (Each reading contains references.) (Hungerford, Harold R.). (CCM)

ED 440 822   SE 063 334
Animal Adaptations. Animal Life in Action[TM]. Schlessinger Science Library. [Videotape].
Report No.—ISBN-1-57225-263-4
Pub Date—2000-00-00
Note—0p.; For other videotapes in this series, see SE 063 335-349.
Available from—Schlessinger Media, Div. of Library Video Company, P.O. Box 580, Wynnewood, PA 19096 ($574.20, 16-videotape set; $39.95, each 23-minute videotape, including teacher's guide). Tel: 800-843-3620 (Toll Free). For full text of teacher's guide: http://www.libraryvideo.com.
Pub Type— Guides - Classroom - Teacher (052) — Non-Print Media (100)
Document Not Available from EDRS.
Descriptors—*Animal Behavior, *Animals, Intermediate Grades, Junior High Schools, Middle Schools, Science Activities, *Science Instruction, Videotape Recordings
This 23-minute videotape for grades 5-8, presents the myriad of animal life that exists on the planet. Students can view and perform experiments and investigations that help explain animal traits and habits. As animals adapt to new environments, their bodies and life cycles may change over thousands of years. In this video, students find out about the various adaptations different species have undergone, and how these changes affected the lives and lifestyles of new generations. A hands-on experiment is included that demonstrates how crayfish have adapted to breathing underwater, while a visit to the Arizona-Sonora Desert Museum examines some surprising secrets about the world's pollinators. This program is based on the concepts outlined in the National Science Education Standards for Life Science: (1) structure and function in living systems; (2) reproduction and heredity; (3) regulation and behavior; (4) populations and ecosystems; and (5) diversity and adaptations of organisms. A teacher's guide is also included. (ASK)

ED 440 823   SE 063 335
Animal Classification. Animal Life in Action[TM]. Schlessinger Science Library. [Videotape].
Report No.—ISBN-1-57225-265-0
Pub Date—2000-00-00
Note—0p.; For other videotapes in this series, see SE 063 334-349.
Available from—Schlessinger Media, Div. of Library Video Company, P.O. Box 580, Wynnewood, PA 19096 ($574.20, 16-videotape set; $39.95, each 23-minute videotape, including teacher's guide). Tel: 800-843-3620 (Toll Free). For full text of teacher's guide: http://www.libraryvideo.com.
Pub Type— Guides - Classroom - Teacher (052) — Non-Print Media (100)
Document Not Available from EDRS.
Descriptors—*Animal Behavior, *Animals, *Classification, Intermediate Grades, Junior High Schools, Science Activities, *Science Instruction, Videotape Recordings
This 23-minute videotape for grades 5-8, presents the myriad of animal life that exists on the planet. Students can view and perform experiments and investigations that help explain animal traits and habits. They learn what the terms "kingdom", "phylum", and "order" mean, and discover how the 3.5 million-plus organisms found on Earth fit into these specific categories. Students also learn how scientists use a system that groups animals by their similarities, and discover where their favorite animals fit into this classification scheme. This program is based on the concepts outlined in the National Science Education Standards for Life Science: (1) structure and function in living systems; (2) reproduction and heredity; (3) regulation and behavior; (4) populations and ecosystems; and (5) diversity and adaptations of organisms. A teacher's guide and a hands-on experiment are also included. (ASK)

ED 440 824   SE 063 336
Animal Life Cycles. Animal Life in Action[TM]. Schlessinger Science Library. [Videotape].
Report No.—ISBN-1-57225-267-7
Pub Date—2000-00-00
Note—0p.; For other videotapes in this series, see SE 063 334-349.
Available from—Schlessinger Media, Div. of Library Video Company, P.O. Box 580, Wynnewood, PA 19096. ($574.20, 16-videotape set; $39.95, each 23-minute videotape, including teacher's guide). For full text of Tel: 800-843-3620 (Toll Free). teacher's guide: http://www.libraryvideo.com.
Pub Type— Guides - Classroom - Teacher (052) — Non-Print Media (100)
Document Not Available from EDRS.
Descriptors—*Animal Behavior, *Animals, Intermediate Grades, Junior High Schools, *Reproduction (Biology), Science Activities, *Science Instruction, Videotape Recordings
This 23-minute videotape for grades 5-8, presents the myriad of animal life that exists on the planet. Students can view and perform experiments and investigations that help explain animal traits and habits. The stages of life that animals pass through—birth, growth, maturation, reproduction, and death—make up the life cycle. Students learn about the role of reproduction in the cycle and why it is critical to the survival of every species. A hands-on experiment is included that examines the stages that the larvae of a milkweed bug undergoes on its way to becoming an adult insect, while a visit to the San Diego Wild Animal Park focuses on their captive breeding program for endangered cats. This program is based on the concepts outlined in the National Science Education Standards for Life Science: (1) structure and function in living systems; (2) reproduction and heredity; (3) regulation and behavior; (4) populations and ecosystems; and (5) diversity and adaptations of organisms. A teacher's guide is also included. (ASK)

ED 440 825   SE 063 337
Amphibians. Animal Life in Action[TM]. Schlessinger Science Library. [Videotape].
Report No.—ISBN-1-57225-262-6
Pub Date—2000-00-00
Note—0p.; For other videotapes in this series, see SE 063 334-349.
Available from—Schlessinger Media, Div. of Library Video Company, P.O. Box 580, Wynnewood, PA 19096 ($574.20, 16-videotape set; $39.95, each 23-minute videotape, including teacher's guide). Tel: 800-843-3620 (Toll Free). For full text of teacher's guide: http://www.libraryvideo.com.
Pub Type— Guides - Classroom - Teacher (052) — Non-Print Media (100)
Document Not Available from EDRS.
Descriptors—*Animal Behavior, *Animals, Intermediate Grades, Junior High Schools, Science Activities, *Science Instruction, Videotape Recordings
Identifiers—*Amphibians, *Frogs
This 23-minute videotape for grades 5-8, presents the myriad of animal life that exists on the planet. Students can view and perform experiments and investigations that help explain animal traits and habits. Students find out about the world of amphibians as they examine their physical characteristics, environments, and life cycles, as well as compare the differences between amphibians and reptiles. A hands-on experiment that explores the effects of population changes on tadpoles is featured, while a visit with Dr. Ken Nagy provides a closer look at the characteristics of amphibians, including the specialized mucus of the African pixie frog. This program is based on the concepts outlined in the National Science Education Standards for Life Science: (1) structure and function in living systems; (2) reproduction and heredity; (3) regulation and behavior; (4) populations and ecosystems; and (5) diversity and adaptations of organisms. A teacher's guide is also included. (ASK)

ED 440 826   SE 063 338

Animal Interdependency. Animal Life in Action[TM]. Schlessinger Science Library. [Videotape].
Report No.—ISBN-1-57225-266-9
Pub Date—2000-00-00
Note—0p.; For other videotapes in this series, see SE 063 334-349.
Available from—Schlessinger Media, Div. of Library Video Company, P.O. Box 580, Wynnewood, PA 19096 ($574.20, 16-videotape set; $39.95, each 23-minute videotape, including teacher's guide). Tel: 800-843-3620 (Toll Free). For full text of teacher's guide: http://www.libraryvideo.com.
Pub Type— Guides - Classroom - Teacher (052) — Non-Print Media (100)
Document Not Available from EDRS.
Descriptors—*Animal Behavior, *Animals, Intermediate Grades, Junior High Schools, Science Activities, *Science Instruction, Videotape Recordings
Identifiers—*Fishes
   This 23-minute videotape for grades 5-8, presents the myriad of animal life that exists on the planet. Students can view and perform experiments and investigations that help explain animal traits and habits. No organism on Earth can exist independently. Students find out more about animal relationships such as predator/prey relationships and symbiotic host/parasitic relationships, and learn how animals are dependent on each other for survival through the food chain. A hands-on experiment is featured in which students observe a symbiotic relationship between two fish, while a visit to Thailand's Srirachi Tiger Zoo profiles a uniquely structured interdependency that is helping to rejuvenate the population of Bengal Tigers. This program is based on the concepts outlined in the National Science Education Standards for Life Science: (1) structure and function in living systems; (2) reproduction and heredity; (3) regulation and behavior; (4) populations and ecosystems; and (5) diversity and adaptations of organisms. A teacher's guide is also included. (ASK)

ED 440 827   SE 063 339

Birds. Animal Life in Action[TM]. Schlessinger Science Library. [Videotape].
Report No.—ISBN-1-57225-269-3
Pub Date—2000-00-00
Note—0p.; For other videotapes in this series, see SE 063 334-349.
Available from—Schlessinger Media, Div. of Library Video Company, P.O. Box 580, Wynnewood, PA 19096. ($574.20, 16-videotape set; $39.95, each 23-minute videotape, including teacher's guide). For full text of Tel: 800-843-3620 (Toll Free). teacher's guide: http://www.libraryvideo.com.
Pub Type— Guides - Classroom - Teacher (052) — Non-Print Media (100)
Document Not Available from EDRS.
Descriptors—*Animal Behavior, Animals, *Birds, Intermediate Grades, Junior High Schools, Ornithology, Science Activities, *Science Instruction, Videotape Recordings
   This 23-minute videotape for grades 5-8, presents the myriad of animal life that exists on the planet. Students can view and perform experiments and investigations that help explain animal traits and habits. There are many different types of birds, over 9,000 different species. While not all birds take to the air, they all have feathers. Students take a look at the unique characteristics of birds, how they reproduce, make their homes, and migrate. A hands-on experiment is featured that demonstrates how an egg incubator can be used to hatch chickens. This program is based on the concepts outlined in the National Science Education Standards for Life Science: (1) structure and function in living systems; (2) reproduction and heredity; (3) regulation and behavior; (4) populations and ecosystems; and (5) diversity and adaptations of organisms. A teacher's guide is also included. (ASK)

ED 440 828   SE 063 340

Food Chains. Animal Life in Action[TM]. Schlessinger Science Library. [Videotape].

Report No.—ISBN-1-57225-273-1
Pub Date—2000-00-00
Note—0p.; For other videotapes in this series, see SE 063 334-349.
Available from—Schlessinger Media, Div. of Library Video Company, P.O. Box 580, Wynnewood, PA 19096. ($574.20, 16-videotape set; $39.95, each 23-minute videotape, including teacher's guide). For full text of Tel: 800-843-3620 (Toll Free). teacher's guide: http://www.libraryvideo.com.
Pub Type— Guides - Classroom - Teacher (052) — Non-Print Media (100)
Document Not Available from EDRS.
Descriptors—*Animal Behavior, *Animals, Intermediate Grades, Junior High Schools, Science Activities, *Science Instruction, Videotape Recordings
Identifiers—*Food Chains
   This 23-minute videotape for grades 5-8, presents the myriad of animal life that exists on the planet. Students can view and perform experiments and investigations that help explain animal traits and habits. The food chain provides a clear example of how life continues year after year. Students learn how the cycle of energy starts with the sun, then goes to plants, animals, and back into the earth where the sun promotes more plant growth. A hands-on experiment that demonstrates how students can grow their own food chain with some boiling tap water and a few bits of hay or grass is featured, while a visit to a museum reveals an interesting benefit of the role of decomposers in the food chain. This program is based on the concepts outlined in the National Science Education Standards for Life Science: (1) structure and function in living systems; (2) reproduction and heredity; (3) regulation and behavior; (4) populations and ecosystems; and (5) diversity and adaptations of organisms. A teacher's guide is also included. (ASK)

ED 440 829   SE 063 341

Animal Behavior & Communication. Animal Life in Action[TM]. Schlessinger Science Library. [Videotape].
Report No.—ISBN-1-57225-264-2
Pub Date—2000-00-00
Note—0p.; For other videotapes in this series, see SE 063 334-349.
Available from—Schlessinger Media, Div. of Library Video Company, P.O. Box 580, Wynnewood, PA 19096. ($574.20, 16-videotape set; $39.95, each 23-minute videotape, including teacher's guide). For full text of Tel: 800-843-3620 (Toll Free). teacher's guide: http://www.libraryvideo.com.
Pub Type— Guides - Classroom - Teacher (052) — Non-Print Media (100)
Document Not Available from EDRS.
Descriptors—Animal Facilities, *Animals, *Behavior Development, Intermediate Grades, Junior High Schools, Science Activities, *Science Instruction, Videotape Recordings
   This 23-minute videotape for grades 5-8, presents the myriad of animal life that exists on the planet. Students can view and perform experiments and investigations that help explain animal traits and habits. The way an animal acts or behaves helps it get what it needs to survive. Students find out why some animal behaviors are instinctive while others are learned, and they learn about communication and how it is one of the most important behaviors an animal uses to interact with other creatures. A hands-on experiment that demonstrates how a hamster can learn to successfully navigate a maze through trial and error is featured, while a visit to America's Teaching Zoo showcases the interactions between animals and those who are trained to care for them. This program is based on the concepts outlined in the National Science Education Standards for Life Science: (1) structure and function in living systems; (2) reproduction and heredity; (3) regulation and behavior; (4) populations and ecosystems; and (5) diversity and adaptations of organisms. A teacher's guide is also included. (ASK)

ED 440 830   SE 063 342

Reptiles. Animal Life in Action[TM]. Schlessinger Science Library. [Videotape].
Report No.—ISBN-1-57225-277-4
Pub Date—1999-00-00
Note—0p.; For other videotapes in this series, see SE 063 334-349.
Available from—Schlessinger Media, Div. of Library Video Company, P.O. Box 580, Wynnewood, PA 19096. ($574.20, 16-videotape set; $39.95, each 23-minute videotape, including teacher's guide). For full text of Tel: 800-843-3620 (Toll Free). teacher's guide: http://www.libraryvideo.com.
Pub Type— Guides - Classroom - Teacher (052) — Non-Print Media (100)
Document Not Available from EDRS.
Descriptors—*Animal Behavior, *Animals, Intermediate Grades, Junior High Schools, Science Activities, *Science Instruction, Videotape Recordings
Identifiers—*Reptiles
   This 23-minute videotape for grades 5-8, presents the myriad of animal life that exists on the planet. Students can view and perform experiments and investigations that help explain animal traits and habits. The ancestors of reptiles date back to the dinosaurs. After the dinosaurs died out, it was one of the best-adapted species that survived and continued to thrive. In this video, students study the characteristics and unique habits of turtles, crocodiles, alligators, lizards, and snakes. A hands-on experiment that shows students how chameleons use camouflage by examining how they blend in with bark or leaves is featured. This program is based on the concepts outlined in the National Science Education Standards for Life Science: (1) structure and function in living systems; (2) reproduction and heredity; (3) regulation and behavior; (4) populations and ecosystems; and (5) diversity and adaptations of organisms. A teacher's guide is also included. (ASK)

ED 440 831   SE 063 343

Marine & Other Invertebrates. Animal Life in Action[TM]. Schlessinger Science Library. [Videotape].
Report No.—ISBN-1-57225-276-6
Pub Date—2000-00-00
Note—0p.; For other videotapes in this series, see SE 063 334-349.
Available from—Schlessinger Media, Div. of Library Video Company, P.O. Box 580, Wynnewood, PA 19096. ($574.20, 16-videotape set; $39.95, each 23-minute videotape, including teacher's guide). For full text of Tel: 800-843-3620 (Toll Free). teacher's guide: http://www.libraryvideo.com.
Pub Type— Guides - Classroom - Teacher (052) — Non-Print Media (100)
Document Not Available from EDRS.
Descriptors—*Animal Behavior, *Animals, Intermediate Grades, Junior High Schools, *Marine Biology, Science Activities, *Science Instruction, Videotape Recordings
Identifiers—*Invertebrates
   This 23-minute videotape for grades 5-8, presents the myriad of animal life that exists on the planet. Students can view and perform experiments and investigations that help explain animal traits and habits. Invertebrate animals include a vast array of spineless creatures. In this video, students discover marine lifeforms such as jellyfish, sponges, and crabs as well as Earth-dwelling insects such as worms and snails to witness how invertebrates are an incredibly diverse and large group of animals. A hands-on experiment in which students test which environmental factors worms respond to is included, while a visit to a jellyfish laboratory at the Cabrillo Marine Aquarium delves into the mysterious life cycle of these slimy invertebrates. This program is based on the concepts outlined in the National Science Education Standards for Life Science: (1) structure and function in living systems; (2) reproduction and heredity; (3) regulation and behavior; (4) populations and ecosystems; and (5) diversity and adaptations of organisms. A teacher's guide is also included. (ASK)

ED 440 832   SE 063 344

Insects & Other Arthropods. Animal Life in
Action[TM]. Schlessinger Science Library.
[Videotape].
Report No.—ISBN-1-57225-274-X
Pub Date—2000-00-00
Note—0p.; For other videotapes in this series, see
SE 063 334-349.
Available from—Schlessinger Media, Div. of Li-
brary Video Company, P.O. Box 580, Wynne-
wood, PA 19096 ($574.20, 16-videotape set;
$39.95, each 23-minute videotape, including
teacher's guide). Tel: 800-843-3620 (Toll Free).
For full text of teacher's guide: http://www.li-
braryvideo.com.
Pub Type— Guides - Classroom - Teacher (052) —
Non-Print Media (100)
Document Not Available from EDRS.
Descriptors—*Animal Behavior, *Animals, Ento-
mology, Intermediate Grades, Junior High
Schools, Science Activities, *Science Instruc-
tion, Videotape Recordings
Identifiers—*Arthropods, Crustacea, *Insects
    This 23-minute videotape for grades 5-8, pre-
sents the myriad of animal life that exists on the
planet. Students can view and perform experiments
and investigations that help explain animal traits
and habits. They also learn that there are more spe-
cies of insects than any other animal class in the
world. Insects are incredible creatures with many
natural skills that benefit the earth as well as peo-
ple's lives. This program teaches about their charac-
teristics and shows students the differences between
insects and arachnids. A hands-on experiment with
pill bugs to see what type of living environment
these little crustaceans prefer is included. This pro-
gram is based on the concepts outlined in the
National Science Education Standards for Life Sci-
ence: (1) structure and function in living systems;
(2) reproduction and heredity; (3) regulation and
behavior; (4) populations and ecosystems; and (5)
diversity and adaptations of organisms. A teacher's
guide is also included. (ASK)

ED 440 833   SE 063 345

Mammals. Animal Life in Action. Schlessinger
Science Library. [Videotape].
Report No.—ISBN-1-57225-275-8
Pub Date—1999-00-00
Note—0p.; For other videotapes in this series, see
SE 063 334-349.
Available from—Schlessinger Media, Div. of Li-
brary Video Company, P.O. Box 580, Wynne-
wood, PA 19096 ($574.20, 16-videotape set;
$39.95, each 23-minute videotape, including
teacher's guide). For full text of Tel: 800-843-
3620 (Toll Free). teacher's guide: http://
www.libraryvideo.com.
Pub Type— Guides - Classroom - Teacher (052) —
Non-Print Media (100)
Document Not Available from EDRS.
Descriptors—*Animal Behavior, *Animals, Inter-
mediate Grades, Junior High Schools, Science
Activities, *Science Instruction, Videotape Re-
cordings
Identifiers—*Mammals
    This 23-minute videotape for grades 5-8, pre-
sents the myriad of animal life that exists on the
planet. Students can view and perform experiments
and investigations that help explain animal traits
and habits. Students learn about the incredible vari-
ety of mammals and how they survive in different
environments while discovering which characteris-
tics make these animals more advanced than others.
A hands-on experiment in which students simulate
how the amazing natural insulation of blubber
keeps whales warm in cold water is included. This
program is based on the concepts outlined in the
National Science Education Standards for Life Sci-
ence: (1) structure and function in living systems;
(2) reproduction and heredity; (3) regulation and
behavior; (4) populations and ecosystems; and (5)
diversity and adaptations of organisms. A teacher's
guide is also included. (ASK)

ED 440 834   SE 063 346

Evolution. Animal Life in Action[TM].
Schlessinger Science Library. [Videotape].

Report No.—ISBN-1-57225-271-5
Pub Date—2000-00-00
Note—0p.; For other videotapes in this series, see
SE 063 334-349.
Available from—Schlessinger Media, Div. of Li-
brary Video Company, P.O. Box 580, Wynne-
wood, PA 19096. ($574.20, 16-videotape set;
$39.95, each 23-minute videotape, including
teacher's guide). For full text of Tel: 800-843-
3620 (Toll Free). teacher's guide: http://
www.libraryvideo.com.
Pub Type— Guides - Classroom - Teacher (052) —
Non-Print Media (100)
Document Not Available from EDRS.
Descriptors—*Animal Behavior, *Animals, Biol-
ogy, *Evolution, *Genetics, Intermediate
Grades, Junior High Schools, Science Activi-
ties, *Science Instruction, Videotape Record-
ings
    This 23-minute videotape for grades 5-8, pre-
sents the myriad of animal life that exists on the
planet. Students can view and perform experiments
and investigations that help explain animal traits
and habits. The story of evolution starts with the
study of fossils that helps scientists link today's liv-
ing organisms with those of the past. Students study
the changes in species over thousands of years and
see how animals that best adapt to their environ-
ment are able to survive and reproduce. A hands-on
experiment that illustrates how genes inherited
from parents determine physical traits is included,
while a visit to the Arizona-Sonora Desert Museum
examines the use of fossils which are compared
with today's living organisms. This program is
based on the concepts outlined in the National Sci-
ence Education Standards for Life Science: (1)
structure and function in living systems; (2) repro-
duction and heredity; (3) regulation and behavior;
(4) populations and ecosystems; and (5) diversity
and adaptations of organisms. A teacher's guide is
also included. (ASK)

ED 440 835   SE 063 347

Fish. Animal Life in Action[TM]. Schlessinger
Science Library. [Videotape].
Report No.—ISBN-1-57225-272-3
Pub Date—2000-00-00
Note—0p.; For other videotapes in this series, see
SE 063 334-349.
Available from—Schlessinger Media, Div. of Li-
brary Video Company, P.O. Box 580, Wynne-
wood, PA 19096. ($574.20, 16-videotape set;
$39.95, each 23-minute videotape, including
teacher's guide). For full text of Tel: 800-843-
3620 (Toll Free). teacher's guide: http://
www.libraryvideo.com.
Pub Type— Guides - Classroom - Teacher (052) —
Non-Print Media (100)
Document Not Available from EDRS.
Descriptors—*Animal Behavior, *Animals, *Ich-
thyology, Intermediate Grades, Junior High
Schools, Science Activities, *Science Instruc-
tion, Videotape Recordings
Identifiers—*Fishes
    This 23-minute videotape for grades 5-8, pre-
sents the myriad of animal life that exists on the
planet. Students can view and perform experiments
and investigations that help explain animal traits
and habits. There are many types of fish that live in
oceans, lakes, and streams. Students learn about
fish characteristics and environmental habitats, and
how fish are specially adapted to survive in the
underwater world. A demonstration is included in
which students investigate how a fish's swim blad-
der helps to keep it buoyant, allowing it to swim at
varying depths despite the water pressure. This pro-
gram is based on the concepts outlined in the
National Science Education Standards for Life Sci-
ence: (1) structure and function in living systems;
(2) reproduction and heredity; (3) regulation and
behavior; (4) populations and ecosystems; and (5)
diversity and adaptations of organisms. A teacher's
guide is also included. (ASK)

ED 440 836   SE 063 348

Animal Needs. Animal Life in Action[TM].
Life in Action. Schlessinger Science Li-
brary. [Videotape].

Report No.—ISBN-1-57225-268-5
Pub Date—2000-00-00
Note—0p.; For other videotapes in this series, see
SE 063 334-349.
Available from—Schlessinger Media, Div. of Li-
brary Video Company, P.O. Box 580, Wynne-
wood, PA 19096. ($574.20, 16-videotape set;
$39.95, each 23-minute videotape, including
teacher's guide). Tel: 800-843-3620 (Toll Free).
For full text of the teacher's guide: http://
www.libraryvideo.com.
Pub Type— Guides - Classroom - Teacher (052) —
Non-Print Media (100)
Document Not Available from EDRS.
Descriptors—*Animal Behavior, *Animals, Envi-
ronmental Education, Intermediate Grades,
Junior High Schools, Science Activities, *Sci-
ence Instruction, Videotape Recordings
    This 23-minute videotape for grades 5-8, pre-
sents the myriad of animal life that exists on the
planet. Students can view and perform experiments
and investigations that help explain animal traits
and habits. All animals need food, water, and shel-
ter to grow, reproduce, and survive. Students learn
about the needs of animals and how, over time, if
these needs are not met, an animal species is in dan-
ger of becoming endangered or extinct. A demon-
stration in which students observe how fruit flies
respond to different environmental conditions is
included, while a visit to the Long Beach Aquarium
illustrates how this facility meets the needs of the
animals that it houses. This program is based on the
concepts outlined in the National Science Educa-
tion Standards for Life Science: (1) structure and
function in living systems; (2) reproduction and
heredity; (3) regulation and behavior; (4) popula-
tions and ecosystems; and (5) diversity and adapta-
tions of organisms. A teacher's guide is also
included. (ASK)

ED 440 837   SE 063 349

Endangered & Extinct Animals. Animal Life
in Action[TM]. Schlessinger Science Li-
brary. [Videotape].
Report No.—ISBN-1-57225-270-7
Pub Date—2000-00-00
Note—0p.; For other videotapes in this series, see
SE 063 334-348.
Available from—Schlessinger Media, Div. of Li-
brary Video Company, P.O. Box 580, Wynne-
wood, PA 19096 ($574.20, 16-videotape set;
$39.95, each 23-minute videotape, including
teacher's guide). For full text: http://www.li-
braryvideo.com. Tel: 800-843-3620 (Toll Free).
Pub Type— Guides - Classroom - Teacher (052) —
Non-Print Media (100)
Document Not Available from EDRS.
Descriptors—*Animal Behavior, *Animals, *En-
dangered Species, *Environmental Education,
Intermediate Grades, Junior High Schools, Sci-
ence Activities, *Science Instruction, Video-
tape Recordings
Identifiers—*Extinction (Species)
    This 23-minute videotape for grades 5-8, pre-
sents the myriad of animal life that exists on the
planet. Students can view and perform experiments
and investigations that help explain animal traits
and habits. Due to environmental factors and human
interference, many of Earth's creatures have ceased
to exist or are on the verge of extinction. In this
video, students discover how they can make a dif-
ference by respecting animal habitats and teaching
others to do the same. A hands-on experiment that
tests two bodies of water for unhealthy chemical
levels that could threaten aquatic life is included.
The infamous Exxon Valdez oil spill is revisited,
and volunteers helping to save the threatened north-
ern sea otters are shown. This program is based on
the concepts outlined in the National Science Edu-
cation Standards for Life Science: (1) structure and
function in living systems; (2) reproduction and
heredity; (3) regulation and behavior; (4) popula-
tions and ecosystems; and (5) diversity and adapta-
tions of organisms. A teacher's guide is also
included. (ASK)

ED 440 838 SE 063 365

Mitchell, Felicia Moss

All Students Can Learn: Effects of Curriculum Alignment on the Mathematics Achievement of Third-Grade Students.

Pub Date—1999-04-20

Note—34p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Quebec, Canada, April 19-23, 1999).

Pub Type— Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price – MF01/PC02 Plus Postage.

Descriptors—*Curriculum Enrichment, *Equal Education, Grade 3, *Mathematics Achievement, Mathematics Instruction, Primary Education, Teaching Methods

Identifiers—DeKalb School District GA

This study involved over 4,000 third grade students in a large (90,000+) suburban-emerging-urban school district. The purpose of the study was to examine the effectiveness of curriculum alignment on student achievement in mathematics as measured by the Iowa Tests of Basic Skills (IOWA) after one year of implementation in the DeKalb County School System. Curriculum alignment was the treatment or independent variable in the study: the misalignment traditionally associated with classroom instruction and test items on standardized tests. The topic of curriculum alignment is sparsely represented in the literature; however, upon careful examination and extrapolation, a richer historical background emerges. This study presents a new model which depicts the four-pronged historical roots of curriculum alignment in Effective Schools Research, measurement/standardized testing, curriculum, and Learning Theory. Within these four areas was found a common mantra: what is taught should be tested and what is tested should be what is taught. As simple as it may sound, this quest, originating from dissimilar camps, has struggled for legitimacy. The struggle to legitimize curriculum alignment is centered around the use of standardized tests to sort and/or eliminate groups of people with score cut-offs and/or program eligibility requirements. The lack of support from some educators emanates from the use of test scores to quantify accountability. This study focused on the variables that serve as known predictors of poor performance on standardized tests—poverty, race, gender and school size. Therefore, one of the key issues of this study is whether equity is a by-product for the alignment process. There were five research questions with parallel null hypotheses. The statistics used to examine these hypotheses were a t-test and ANOVA. Of the five hypotheses examined, one proved statistically significant. There was a statistically significant difference in the overall scores of matched third grade students on the IOWA after one year of implementation of curriculum alignment with a national curve equivalent (NCE) mean gain of 5.12 points in mathematics. According to the results, curriculum alignment appears to be an effective strategy in increasing student achievement in mathematics with third graders. It also appears to weaken the predictability of variables in student performance, namely, socioeconomic status, race, gender, and school size, since there was no statistically significant difference in the academic growth within the categories of the intervening variables. For these reasons, the study concludes with a reference to curriculum alignment as a potential curriculum equalizer. Educators are given an additional responsibility as researchers to go beyond the results to study implications and long-term effects as it relates to the specific needs of disadvantaged children. With that in mind, it should be noted that the emergence of curriculum alignment as a strategy to improve test scores may not be congruent to efforts to improve the quality of instruction. Curriculum planners must be vigilant in their scrutiny of the worthiness of that to which instruction is being aligned. Nevertheless, children deserve to know and study the criteria by which they are to be measured. (Contains 11 references.) (Author/CCM)

ED 440 839 SE 063 371

Symons, Gillian

Guidance for Local Biodiversity Action Plans: Education—Awareness to Action. Guidance Note 6.

Council for Environmental Education, Reading (England).

Pub Date—2000-03-00

Note—13p.; Produced for the England Biodiversity Group.

Available from—Biodiversity Secretariat, Department of the Environment, Transport and the Regions, Tollgate House, Houlton St., Bristol BS2 9JD United Kingdom. For full text: http://www.jncc.gov/uk/ukbg.

Pub Type— Guides - Non-Classroom (055)

EDRS Price – MF01/PC01 Plus Postage.

Descriptors—*Biodiversity, Community Action, *Environmental Education, Foreign Countries, Higher Education, Resource Materials, Science Education

Identifiers—*United Kingdom

This guidance note is designed to assist anyone involved in the Local Biodiversity Action Plans (LBAP) throughout the United Kingdom (UK). The UK Action Plan on Biodiversity (1994) sets out the broad strategy and targets for conserving and enhancing wild species and wild habitats for the next 20 years. This guide provides help on how to implement the national strategies at the local level through case studies. The plan makes the case for the inclusion of education and awareness raising; stresses the value of a planned, targeted, and monitored approach; and describes the approaches that the LBAP have found effective. (CCM)

ED 440 840 SE 063 374

Jones, Nick, Ed.

Inspecting the Environmental Dimension of Schools: A Checklist for School Inspectors.

Council for Environmental Education, Reading (England).

Spons Agency—Office for Standards in Education, London (England).

Report No.—ISBN-0-906711-36-3

Pub Date—1998-00-00

Note—5p.; For an environmental dimension checklist for schools, see SE 063 375. Developed in association with the Centre for Research, Education, and Training in Energy; Environmental Education Advisers Association; Field Studies Council; Learning through Landscapes; National Association for Environmental Education; and Tidy British Group (Eco-Schools). Funded by the Department of the Environment, Transport, and the Regions; and Esso UK.

Available from—Council for Environmental Education, 94 London Street, Reading RG1 4SJ, England (2.50 British pounds). Tel: 0118-975-6061; Fax: 0118-975-6264; e-mail: ingo@cee.i-way.co.uk.

Pub Type— Guides - Non-Classroom (055)

EDRS Price – MF01/PC01 Plus Postage.

Descriptors—*Educational Environment, Elementary Education, *Environmental Education, Foreign Countries, Higher Education, *Inspection, Resource Materials, Science Education

Identifiers—United Kingdom

This checklist was produced to assist in the inspection and reporting process of the environmental dimension of schools. The term 'environmental dimension' is used to include both the curriculum and the context within which it is delivered. The checklist outlines the main features of the environmental dimension and makes some suggestions as to where in the inspection framework they could be reported. The checklist includes: (1) planned opportunities for out-of-classroom learning; (2) creative use of the school buildings and grounds; (3) study of environmental issues in the curriculum; and (4) the involvement of pupils in environmental decision-making.

ED 440 841 SE 063 375

Jones, Nick, Ed.

Evaluating and Inspecting the Environmental Dimension: A Checklist for Schools.

Council for Environmental Education, Reading (England).

Spons Agency—Office for Standards in Education, London (England).

Report No.—ISBN-0-906711-38-X

Pub Date—1999-03-00

Note—9p.; For an environmental dimension checklist for school inspectors, see SE 063 374. Developed in association with the Centre for Research, Education, and Training in Energy; Environmental Education Advisers Association; Field Studies Council; Learning through Landscapes; National Association for Environmental Education; and Tidy British Group (Eco-Schools). Funded by the Department of the Environment, Transport, and the Regions; and Esso UK.

Available from—Council for Environmental Education, 94 London Street, Reading RG1 4SJ, England (2.50 British pounds). Tel: 0118-950-2550; Fax: 0118-959-1955; e-mail: ingo@cee.i-way.co.uk; Web site: http://www.cee.org.uk.

Pub Type— Guides - Non-Classroom (055)

EDRS Price – MF01/PC01 Plus Postage.

Descriptors—*Educational Environment, Elementary Secondary Education, *Environmental Education, Foreign Countries, *Inspection, Resource Materials, Science Education

Identifiers—United Kingdom

Many schools and their communities highly value the environmental dimension of their work and recognize that stimulating learning experiences and learning environments contribute to raising the standards of achievement. However, the contribution of the environmental dimension is not always fully recognized or reported. This document was produced to help schools evaluate their own work and present it effectively before, during, and after an inspection. The checklist suggests providing evidence of: (1) fieldwork and out-of-school learning; (2) environmental management; (3) extra-curricular activities; and (4) special projects, exhibitions, and awards. (CCM)

ED 440 842 SE 063 377

Case, Jennifer Gunstone, Richard Lewis, Alison

The Impact of Students' Perceptions on Their Metacognitive Development: A Case Study.

Pub Date—2000-04-28

Note—13p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).

Pub Type— Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price – MF01/PC01 Plus Postage.

Descriptors—*Chemical Engineering, *Concept Formation, *Engineering Education, Foreign Countries, Higher Education, *Perception, Science Education, *Student Attitudes

This case study suggests that there are important links between students' perceptions and metacognitive development. David was one of five students who were interviewed in the second semester of a second year chemical engineering course in which the fundamental concepts of the discipline are first encountered. This paper assesses David's way of understanding supported by an examination of his perceptions and interpretations of a number of different aspects of the course. Specifically, analyzing David's experience has shown how it is possible for inappropriate perceptions to seriously hamper metacognitive development. Uncovering and engaging with student perceptions is therefore an important dimension of teaching for enhanced metacognition. (CCM)

ED 440 843 SE 063 404

Siegel, Marcelle Derry, Sharon Kim, Jong Baeg Steinkuehler, Constance Street, John Cunty, Nicole Fassnacht, Chris Hewson, Kate Hmelo, Cindy Spiro, Rand

Promoting Teachers' Flexible Use of the Learning Sciences through Case-Based Problem Solving on the WWW: A Theoretical Design Approach.

National Inst. for Science Education, Madison, WI.

Spons Agency—National Science Foundation,

Arlington, VA.
Pub Date—2000-06-00
Contract—RED-9452971
Note—9p.; Paper presented at the International Conference of the Learning Sciences (Ann Arbor, MI, 2000).
Pub Type— Reports - Descriptive (141) — Speeches/Meeting Papers (150)
EDRS Price – MF01/PC01 Plus Postage.
Descriptors—Case Studies, *Design, *Educational Technology, Higher Education, Middle Schools, *Problem Solving, Science Education, Secondary Education, *World Wide Web
Identifiers—Online Courses
The Secondary Teacher Education Project is involved in building scientific principles of Web-based instructional design. The general question being addressed is how to most effectively support learning within complex Web sites that contain many pages of conceptual material tied to real-world problems and/or cases. Cognitive Flexibility Theory provides useful principles for how to design such web sites. The goal of the site is to help middle school through college teachers acquire useful scientific knowledge about student learning and development—knowledge that can be applied flexibly to the design and management of productive classroom learning environments. This paper describes: (a) theory-based approach to design; and (b) site implementation and lessons learned from user testing. (Contains 14 references.) (Author/ASK)

ED 440 844   SE 063 415
Cozzens, Margaret B.
Instructional Materials Development (IMD): A Review of the IMD Program, Past, Present, and Future.
National Science Foundation, Arlington, VA. Directorate for Education and Human Resources.
Pub Date—2000-05-00
Note—14p.
Available from—For full text: http://teech.terc.edu/papers/papars/cozzens.htm.
Pub Type— Reports - Descriptive (141)
EDRS Price – MF01/PC01 Plus Postage.
Descriptors—Educational Resources, Elementary Secondary Education, *Instructional Material Evaluation, *Material Development, Mathematics Education, Program Descriptions, Science Education
Instructional materials influence what students are taught and how teachers teach. An innovative, comprehensive, and diverse portfolio of instructional materials that implement standards-based reform in mathematics, the natural and social sciences, and technology education is required for preK-12+ education. This paper discusses the history of the Instructional Materials Development (IMD) program—including development, dissemination, adoption, and implementation—and provides a glimpse into the future of the program. (CCM)

ED 440 845   SE 063 421
Haney, Michael R.
The Good, the Bad & the Disappointed: A Review of NSF Funding of Computer Science Education for Secondary Schools.
TERC, Cambridge, MA.
Pub Date—2000-05-00
Note—9p.
Available from—For full text: http://teech.terc.edu/papers/papers/haney.htm.
Pub Type— Reports - Descriptive (141)
EDRS Price – MF01/PC01 Plus Postage.
Descriptors—*Computer Science Education, Financial Support, *Grantsmanship, Professional Development, *Proposal Writing, Science Education, Secondary Education
Identifiers—*National Science Foundation
The National Science Foundation (NSF) is an important part of the teacher enhancement landscape. NSF can help investigators by providing information on funding directions, and how shifting trends affect how proposals are evaluated. This paper provides information on proposal development, specifically computer science teacher enhancement efforts. Criteria that is pertinent in

many domains of teacher enhancement is also addressed. (CCM)

ED 440 846   SE 063 430
Steen, Lynn Arthur
Assessing Assessment.
Pub Date—1999-00-00
Note—10p.; In: Assessment Practices in Undergraduate Mathematics. Washington, DC: Mathematical Association of America, 1999.
Available from—For full text: http://www.stolaf.edu/people/steen/papers/assessment.html.
Pub Type— Guides - Non-Classroom (055)
EDRS Price – MF01/PC01 Plus Postage.
Descriptors—*College Mathematics, *Educational Assessment, Elementary Secondary Education, *Evaluation Methods, Higher Education, *Mathematics Education
Assessment not only places value, it also identifies which elements to value. In this era of accountability, the constituents of educational assessment are not just students, faculty, and administrators, but also parents, legislators, journalists, and the public. For these broader audiences, simple numerical indicators of student performance take on totemic significance. The spotlight of educational improvement often falls first and brightest on mathematics. This paper first discusses college mathematics and principles of assessment, then elaborates on the implementations of assessment. (Contains 21 references.) (ASK)

ED 440 847   SE 063 432
Steen, Lynn Arthur
Equalizing Expectations, Achieving Equity.
Pub Date—1997-04-00
Note—8p.; Paper presented at a workshop sponsored by the American Association for the Advancement of Science (AAAS) (Seattle, WA, April 1997).
Available from—For full text: http://www.stolaf.edu/people/steen/papers/edl.html.
Pub Type— Opinion Papers (120) — Speeches/Meeting Papers (150)
EDRS Price – MF01/PC01 Plus Postage.
Descriptors—*Academic Standards, Cooperative Learning, Elementary Secondary Education, *Equal Education, *Mathematics Education, *Sex Differences, Teaching Methods
This paper proposes that equity—including gender equity—is an integral part of the agenda of the mathematics standards, and the standards provide an important means of achieving equity. Conventional wisdom on the subject is elaborated upon and professional analysis on equal education in mathematics is provided. Issues in learning and teaching are also pointed out, especially cooperative learning. This paper concludes with the idea that if politicians and education leaders accept the challenge of rigorous standards for all children, if parents expect as much in mathematics from their daughters as from their sons, and if teachers diversify their pedagogy to better match instruction with each student's approach to learning, then perhaps the cycle of lowered expectations can be broken. The prescription for achieving equity is to marshal consistent support for equal expectations. (ASK)

ED 440 848   SE 063 433
Forman, Susan L. Steen, Lynn Arthur
Making Authentic Mathematics Work for All Students.
Pub Date—2000-00-00
Note—13p.; Contribution to a Working Group at the Meeting of the International Congress on Mathematics Education (Seville, Spain, 1986).
Available from—For full text: http://www.stolaf.edu/people/steen/papers/work.html.
Pub Type— Opinion Papers (120) — Speeches/Meeting Papers (150)
EDRS Price – MF01/PC01 Plus Postage.
Descriptors—*Academic Standards, Educational Change, Elementary Secondary Education, *Equal Education, *Mathematics Education, *Relevance (Education)
In an attempt to improve education for all students, U.S. educators and employers have independently developed voluntary national standards for academic subjects and for various occupational

skill clusters. These standards pose a special challenge to mathematics: to develop a core curriculum suitable for all students that is grounded in authentic, concrete tasks in which important mathematics is embedded in meaningful and realistic problems from life and work. A core curriculum rooted in credible and concrete problems refining only elementary tools will make high school mathematics work for all students. (Contains 21 references.) (Author)

ED 440 849   SE 063 441
Steen, Lynn Arthur
Twenty Questions about Mathematical Reasoning.
Pub Date—1999-00-00
Note—9p.; In: Developing Mathematical Reasoning in Grades K-12. Reston, VA: National Council of Teachers of Mathematics, 1999. p270-285.
Pub Type— Reports - Descriptive (141)
EDRS Price – MF01/PC01 Plus Postage.
Descriptors—*Abstract Reasoning, Cooperative Learning, Educational Technology, Elementary Secondary Education, *Mathematics Education, Proof (Mathematics), Teaching Methods, *Thinking Skills
This paper poses and answers 20 questions about mathematical reasoning. Questions include: (1) Is mathematical reasoning mathematical? (2) Is mathematical reasoning useful? (3) Is mathematical reasoning an appropriate goal of school mathematics? (4) Can teachers teach mathematical reasoning? (5) Can mathematical reasoning be taught? (6) Do skills lead to understanding? (7) Can drills help develop mathematical reasoning? (8) Is proof essential to mathematics? (9) Does learning proofs enhance mathematical reasoning? (10) Does "math anxiety" prevent mathematical reasoning? (11) Do cooperative activities enhance individual understanding? (12) Can calculators and computers increase mathematical reasoning? (13) Why do so many student feel that mathematics is a foreign culture? (14) Is context essential for mathematical reasoning? (15) Must students really construct their own knowledge? (16) How many mathematics are there? (17) How does our brain do mathematics? (18) Is our brain like a computer? (19) Is the capacity for mathematics innate? and (20) Is school too late? (Contains 55 references.) (ASK)

ED 440 850   SE 063 445
Hsiung, Tung-Hsing Chen, Shu-Li Wang, Zen-Sing
Utilizing the Science as Core Course of an Integrated Curriculum Development: A Collaborative Action Research.
Pub Date—2000-04-29
Note—13p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (New Orleans, LA, April 28-May 1, 2000).
Pub Type— Reports - Research (143) — Speeches/Meeting Papers (150)
EDRS Price – MF01/PC01 Plus Postage.
Descriptors—Action Research, *Cooperation, *Core Curriculum, *Curriculum Development, Elementary Education, Foreign Countries, *Integrated Curriculum, Science Education
Identifiers—Taiwan
This paper describes the progress of applying the integrated curriculum in two elementary classrooms. Utilizing science as the core course of integrated curriculum, three elementary teachers and two university-based educators worked together to design and to conduct the experimental course of integrated-curriculum. Based on the approach of collaborative action research, the team members had weekly meetings to discuss the strategies of integrated-curriculum plans, designed the integrated-curriculum, applied the curriculum, found the problems (including teaching and learning problems) and solved problems, and developed the suitable integrated-curriculum model with a theoretical and practical rationale. Results of the study show that the activity-based integrated-curriculum is a proper model for teachers in connecting the different subjects to deal with aspects of one topic at the same time, and is a proper approach for students in connecting their learning in the school with their

real life experiences. Under the integrated-curriculum approach, students spend more time doing science homework and need to use the science skills in other courses; it is a way to improve the student's interest in science. However, to design and develop the integrated-curriculum in the school is highly reliant on collaboration by teachers, administrators, and/or parents. Therefore, a research team or curriculum development team is necessary for the school while attempting to conduct the integrated-curriculum project. Finally, meaningful change in the curriculum is a long-term project, which may take two or more years in order to become institutionalized. (Author/ASK)

ED 440 851   SE 063 456
Davis, Kathleen S.
Engaging Women in Inquiry and Discourse: The Pedagogy of an Elementary Science Education Web Course.
Pub Date—2000-04-28
Note—44p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (New Orleans, LA, April 28-May 1, 2000).
Pub Type— Reports - Research (143) — Speeches/Meeting Papers (150)
EDRS Price – MF01/PC02 Plus Postage.
Descriptors—Computer Uses in Education, *Cultural Influences, Elementary Education, *Females, Higher Education, Inquiry, *Minority Groups, Science Instruction, Science Teachers, *World Wide Web

Despite recent science education reform efforts, researchers continue to report the under-representation of females in science professions and coursework. As concerned educators, organizations, and institutions consider ways to facilitate female participation in science, it is important to examine what serves as door-openers and gate-keepers to their science practice and how an inclusionary practice of science and science discourse can be developed. This study examines the aspects of a science education Web course that engaged female elementary teachers in science inquiry and talk. It particularly explores the characteristics of science discourse that support women's participation, the instructional practices used to facilitate (or not) women's science activity and discourse, and the ways in which the use of computer technology leads to the inclusion or exclusion of women's science participation. (Contains 22 references.) (Author/CCM)

ED 440 852   SE 063 471
Webb, Norman L.
Alignment of Science and Mathematics Standards and Assessments in Four States. Research Monograph No. 18.
National Inst. for Science Education, Madison, WI.; Council of Chief State School Officers, Washington, DC.
Spons Agency—National Science Foundation, Arlington, VA.
Pub Date—1999-08-00
Contract—REC-9803080, RED-9452971
Note—44p.
Available from—Wisconsin Center for Education Research, 1025 W. Johnson Street, Madison, WI 53706 ($7.75). Tel: 608-265-9698.
Pub Type— Reports - Research (143)
EDRS Price – MF01/PC02 Plus Postage.
Descriptors—*Academic Standards, *Educational Assessment, Educational Change, Elementary Secondary Education, Evaluation Methods, Instructional Materials, *Item Analysis, *Mathematics Education, *Science Education

Reviewers analyzed the alignment of assessments and standards in mathematics and science from four states at a four-day institute conducted June 29 through July 2, 1998. Six reviewers compared the match between assessment items and standards in mathematics and seven compared the match in science. Data from these analyses were processed and used to judge the degree of alignment on four criteria: categorical concurrence, depth-of-knowledge consistency, range-of-knowledge correspondence, and balance of representation. The analyses indicated that the standards of the four states

varied in what content students were expected to know, the level of specificity at which expectations were expressed, and organization. Nearly all of the sixteen assessment instruments reviewed incorporated some constructed-response items. Only one mathematics assessment for grade 10 from one state consisted solely of multiple-choice items. The items in three science and two mathematics assessments analyzed from one state were evenly divided between multiple-choice and constructed-response items. Assessments from the other three states included from 80% to 90% multiple-choice items. Alignment between assessments and standards varied across grade levels, content areas, and states without any discernable pattern. Assessments and standards of three of the four states satisfied the categorical concurrence criterion. This criterion, the most common conception of alignment, required the assessment and standards to include the same content topics. Alignment was found to be the weakest on the depth-of-knowledge consistency and range-of-knowledge correspondence criteria. Generally, assessment items required a lower level of knowledge and did not span the full spectrum of knowledge as expressed in the standards. However, for the knowledge and skills identified in the standards and addressed by the assessments, generally the assessment items were evenly distributed. A major goal of this study was to develop a valid and reliable process for analyzing the alignment among standards and assessments. The process did produce credible results that distinguished among the different attributes of alignment and detected specific ways that alignment could be improved. Issues that did arise from an analysis of the process indicated that reviewers could benefit from more training at the beginning of the institute. Reviewers also needed more clarification of the four depth-of-knowledge levels and more explicit rules for assigning an assessment item to more than one statement of expectation. (Contains 15 references.) (CCM)

ED 440 853   SE 063 473
Cooper, Barry. Dunne, Mairead
Assessing Children's Mathematical Knowledge: Social Class, Sex and Problem-Solving.
Report No.—ISBN-0-335-20316-7
Pub Date—2000-00-00
Note—235p.
Available from—Taylor and Francis Group, 7625 Empire Dr., Florence, KY 41042 ($28.95). Tel: 800-634-7064 (Toll Free).
Pub Type— Books (010) — Reports - Research (143)
Document Not Available from EDRS.
Descriptors—Educational Assessment, Elementary Secondary Education, *Evaluation Methods, *Item Analysis, Mathematics Curriculum, *Mathematics Education, *Problem Solving, *Sex Differences, *Social Influences

This book draws on the analysis of national curriculum test data from more than 600 children of 10-11 and 13-14 years of age, as well as in-depth interviews with 250 of these students, as they attempt to solve test problems, in order to explore the nature of the difficulties children experience with realistic items. It is shown, by comparing test and interview data, that many children, as a consequence of their confusion over the requirements of realistic test items, fail to demonstrate on tests the mathematical knowledge and understanding that they actually possess. This book also explores whether the problem of invalid measurement is equally spread across children from different social backgrounds and across the sexes. Chapters include: (1) the research—origins, methods, issues; (2) children and realistic test items—reflecting on previous studies; (3) realistic items—two children, two cultural competencies; (4) class, sex, contextualization and performance—a quantitative analysis at Key Stage 2; (5) realistic items, class and sex—two examples from Key Stage 2; (6) class, sex, selection for tiers, and performance—a quantitative analysis at Key Stage 3; (7) children's answers to items and explicitness—examples from Key Stage 2 and Key Stage 3; and (8) constructing the right goal—a comparative analysis of two Key Stage 3 items. (Contains 147 references.) (ASK)

ED 440 854   SE 063 474
Population Education Accessions List, May-August 1999.
United Nations Educational, Scientific and Cultural Organization, Bangkok (Thailand). Principal Regional Office for Asia and the Pacific.
Pub Date—1999-00-00
Note—147p.
Available from—UNESCO Principal Regional Office for Asia and the Pacific, P.O. Box 967, Prakanong Post Office, Bangkok 10110, Thailand. For full text: http://www.unescobkk.org/infores/rechpec.
Pub Type— Reference Materials - Bibliographies (131)
EDRS Price – MF01/PC06 Plus Postage.
Descriptors—Foreign Countries, Higher Education, Population Distribution, *Population Trends, *Resource Materials

This document is comprised of output from the Regional Clearinghouse on Population Education and Communication (RCPEC) computerized bibliographic database on reproductive and sexual health and geography. Entries are categorized into four parts: (1) "Population Education"; (2) "Knowledge-base Information"; (3) "Audio-Visual and IEC Materials; and (4) "Appendices," which consists of a list of publishers and sources, subject index, author index, and geographical index. Each entry includes a running number and bibliographic references that include author, title, imprint, collation, abstract, keywords, country keywords, classification number, and source code. (CCM)

ED 440 855   SE 063 476
Lampert, Magdalene Ball, Deborah Loewenberg
Teaching, Multimedia, and Mathematics: Investigations of Real Practice. The Practitioner Inquiry Series.
Report No.—ISBN-0-8077-3758-5
Pub Date—1998-00-00
Note—256p.; Part of the Practitioner Inquiry Series.
Available from—Teachers College Press, 1234 Amsterdam Avenue, New York, NY 10027.
Pub Type— Books (010) — Reports - Research (143)
EDRS Price – MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—*Educational Technology, Elementary Education, Higher Education, *Mathematics Instruction, Mathematics Teachers, *Multimedia Instruction, *Preservice Teacher Education, *Teaching Methods

This book describes efforts to develop an approach to teaching and teacher education that is deeply rooted in the study of practice. Drawing on video, graphic, and textual records of a year's worth of mathematics lessons in two elementary classrooms, research was conducted on curriculum and instruction, children's learning, and the culture of the classroom across the school year. Research on the process of using multimedia records of practice to understand teaching is also presented. First, the work discussed in this volume is situated in the context of teacher education and its epidemic challenges. It proposes the idea of investigation as a medium of learning to teach and explores what it might mean to investigate the practice of teaching. Opportunities to investigate how teaching might be designed and used in teacher education, and how beginning teachers might do such investigations using multimedia and computing tools are explored. In chapters 1 and 2, the foundations of this project are examined. Chapter 3 situates the work within the enduring arguments about teacher education and learning to teach. Chapter 4 describes the collection of records of practice that have been assembled. Chapter 5 illustrates the multimedia environment in which these records can be accessed and used to investigate teaching and learning, and the pedagogy of teacher education designed around this environment. Chapter 6 begins with reports on what happens when prospective teachers begin to investigate teaching with an overview of the character of a large number of investigations and case studies of a few projects. Chapter 7 continues with an example of work by one preservice student. Chapter 8 concludes with questions and challenges

raised by this work. Finally, an essay by David Cohen is included, in which he analyzes where this work fits in with the history and politics of efforts to bring experience with "real" teaching into teacher preparation, and speculates on where the work might lead. (Contains 129 references.) (ASK)

ED 440 856   SE 063 477
Wolfer, Adam J. Lederman, Norman G.
Introductory College Chemistry Students' Understanding of Stoichiometry: Connections between Conceptual and Computational Understandings and Instruction.
Pub Date—2000-04-00
Note—66p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (New Orleans, LA, April 28-May 1, 2000).
Pub Type— Reports - Research (143) — Speeches/Meeting Papers (150)
EDRS Price – MF01/PC03 Plus Postage.
Descriptors—*Chemistry, Concept Formation, Higher Education, *Introductory Courses, *Problem Solving, Science Education, *Scientific Concepts, Scientific Principles, Student Attitudes, Undergraduate Students
Identifiers—*Stoichiometry
   Many studies of college chemistry students have found a gap between students' success in solving computational chemistry problems and their success in solving conceptual chemistry problems. This paper examines college students' understanding of the concept of stoichiometry, the particulate nature of matter, and chemistry problem solving. This study closely examined student learning and application of chemistry knowledge, both conceptual and computational, in an attempt to closely examine the disparity between conceptual and computational understanding. The results of this study have implications for science education at all levels, but specifically apply to undergraduate chemical education. Science educators must help students make the connections between the concepts of science and applications of those concepts. This study highlighted areas where those connections can be reinforced; an understanding of the particulate nature of matter and the models used to illustrate that nature; connections between the macroscopic, microscopic, and symbolic levels of chemistry; and completing the cycle of understanding by emphasizing conceptual understanding in the course assignments and assessments. (CCM)

ED 440 857   SE 063 493
Jackson, Kathleen Marie Campbell, Linda
Texas Endangered Species Activity Book.
Texas State Dept. of Parks and Wildlife, Austin.
Pub Date—1998-00-00
Note—84p.
Available from—TPWD, 3000 IH35 South, Suite 100, Austin, TX 78704.
Pub Type— Guides - Classroom - Learner (051)
EDRS Price – MF01/PC04 Plus Postage.
Descriptors—*Animals, Birds, Elementary Education, *Endangered Species, *Science Activities, Wildlife
Identifiers—*Texas
   This publication is the result of the Texas Parks and Wildlife Division's (TPWD's) commitment to education and the fertile partnerships formed between TPWD biologists and educators. This activity book brings together the expertise and practical knowledge of a classroom teacher with the technical knowledge and skills of a TPWD biologist and artist. Students read stories of animals and plants that are considered endangered. Animals include the black-footed ferret, the red-cockaded woodpecker, the peregrine falcon, the greater long-nosed bat, the golden-cheeked warbler, the black-capped vireo, the ocelot, the whooping crane, and the Houston toad. (CCM)

ED 440 858   SE 063 498
Sarin, Sanjiv
Quality Documentation and Records in Engineering Education.
Spons Agency—Southeastern Univ. and Coll. Coalition for Engineering Education.; National

Science Foundation, Arlington, VA.
Pub Date—1998-08-20
Note—8p.; Presented at the International Conference on Engineering Education (ICEE-98) (Rio de Janeiro, Brazil, August 20, 1998).
Pub Type— Guides - Non-Classroom (055)
EDRS Price – MF01/PC01 Plus Postage.
Descriptors—Documentation, *Engineering Education, Evaluation, Higher Education, Program Evaluation, *Quality Control, *Recordkeeping
   This paper discusses the importance of documentation and records in the administration of a engineering program. The new trends in academic program evaluation for accreditation indicate an ever increasing role of documented procedures and systematic data collection and reporting to support curriculum reform. The paper also recommends a documentation structure that is borrowed from the generally accepted principles of document management in the context quality systems standards. (Author)

ED 440 859   SE 063 504
Gola, Muzio M.
Evaluation of Teaching Quality at Politecnico di Torino.
Pub Date—2000-00-00
Note—7p.
Pub Type— Reports - Descriptive (141)
EDRS Price – MF01/PC01 Plus Postage.
Descriptors—Educational Quality, *Evaluation, Foreign Countries, Higher Education, *Instructional Effectiveness, Science Education, *Student Surveys
Identifiers—Italy
   The Politecnico di Torino Joint Committee for Teaching (CPD) has set up an observation system consisting of: a) extended course presentations, b) statistics on examinations, and c) student questionnaires. At the end of each academic year, the CPD publishes volumes containing statistics on examinations, where each course is described by a cumulative curve showing the number of students passing the exam with time (examination sessions); each course is followed for four years. The CPD has also developed a system of questionnaires on teaching quality to be distributed to the students. In these questionnaires, students provide information concerning their attendance rates, work required by the instructor, work load for the semester, classrooms, lecture hall and facilities, teaching abilities of the professor and teaching assistants, and timetables. Questionnaires and examination statistics provide the raw data or "descriptors" used to obtain a system of teaching quality "indicators," which is published yearly and made available to the academic authorities at many levels. (Author/ASK)

ED 440 860   SE 063 505
George, Nicholas George, Carol Neufeld
The Center for Electronic Imaging Systems: Imaging in the Information Age.
Pub Date—1998-08-00
Note—8p.; Presented at the International Conference on Engineering Education (ICEE-98) (Rio de Janeiro, Brazil, August 17-20, 1998).
Pub Type— Reports - Descriptive (141) — Speeches/Meeting Papers (150)
EDRS Price – MF01/PC01 Plus Postage.
Descriptors—Educational Technology, *Electronic Equipment, Higher Education, *Information Systems, Science Education, Technology Education, *Visual Aids
   With the dawning of the Information Age and the era of global competitiveness, new demands have been brought to universities to find ways of conducting basic research, of educating engineering students, and of interacting with government and industry. This paper describes an initiative that was created in Rochester, New York, an important center of imaging and image science for more than a century. The guiding vision of this Center for Electronic Imaging Systems (CEIS) is to establish and maintain a leading national center for all phases of electronic imaging systems and for the education of world-class scholars to lead imaging science into the 21st century. The paper describes the fundamental principles upon which the CEIS was founded, the management structure of the Center, new

approaches to engineering education within the Center, and the emphasis on research and technology transfer. The hallmark Research Triplet concept is described as are main research themes and interactions. (Contains 19 references.) (Author/ASK)

ED 440 861   SE 063 506
Hsieh, Sheng-Jii
Current Trends in Aerospace Engineering Education on Taiwan.
Pub Date—1998-08-00
Note—6p.; Paper presented at the International Conference of Engineering Education (Rio de Janeiro, Brazil, August 1998).
Pub Type— Reports - Descriptive (141) — Speeches/Meeting Papers (150)
EDRS Price – MF01/PC01 Plus Postage.
Descriptors—*Aerospace Education, Educational Change, *Educational Trends, *Engineering Education, Foreign Countries, Higher Education
Identifiers—*Taiwan
   A proposal for current trends in Aerospace Engineering Education on Taiwan has been drawn from the suggestions made after a national conference of "Workshop on Aerospace Engineering Education Reform." This workshop was held in January 18-20, 1998, at the Institute of Aeronautics and Astronautics, National Cheng Kung University, Tainan, Taiwan, R.O.C. The workshop was held to review the current aerospace engineering education, both in undergraduate and graduate programs, and to make suggestions on course planning, courseware materials and modern topics so that the aerospace graduates are able to work in the high technology, challenging real world. At the closure of this conference, some suggestions were proposed in detail on current trends of four aerospace engineering education programs on Taiwan, both for undergraduate as well as graduate studies. In general, undergraduate courses stress fundamentals and physical appreciation, whereas the graduate education is taught to contribute to the advancement of technology. International cooperation and technology transfer under mutual interest are recognized as the best ways to achieve high technologies. It is expected that the suggestions on current trends of Aerospace Engineering Education on Taiwan would work as a good reference for other countries if they also choose aerospace technology as one of the major industries in the challenging 21st century. (CCM)

ED 440 862   SE 063 507
Luck, Carlos L.
A Graphical Teaching Tool for Understanding Two's Complement.
Pub Date—1998-08-00
Note—6p.; Paper presented at the International Conference of Engineering Education (Rio de Janeiro, Brazil, August 1998).
Pub Type— Reports - Descriptive (141) — Speeches/Meeting Papers (150)
EDRS Price – MF01/PC01 Plus Postage.
Descriptors—*Algebra, *Computer Literacy, Computer Science Education, Engineering Education, *Graphing Calculators, Higher Education, Mathematics Education
   As part of the Electrical Engineering program at the Univesity of Southern Maine, students are typically introduced to Two's Complement algebra and representation, a method to include negative numbers in the binary representation of integers that is widely used in microprocessors and related digital systems. The traditional, procedural method to generate and evaluate the binary pattern of negative numbers is often perceived to be nonintuitive and time-consuming when students perform it by hand. A graphical method for the representation of binary numbers using Two's Complement algebra was presented to an introductory class on microprocessors with great success. The method is based on the principle of operation of the mechanical odometer and is particularly suited for such tasks as quick and reliable generation/evaluation of "small" negative numbers (-1, -2, etc.), detecting typical microprocessor conditions such as carry and overflow, and performing the common arithmetic operations of

adding, subtracting, incrementing and decrementing. Two important educational goals were achieved with this method. First, the graphical representation allowed the students to grasp the principles rather than to focus on the process. Second, the ability to quickly and reliably generate small negative numbers proved to be a valuable skill for assembly programming in the laboratory, since small address offsets are commonplace in branching instructions. Contains 10 references. (Author/CCM)

ED 440 863   SE 063 529
Prados, John W.
Engineering Education in the United States: Past, Present, and Future.
Pub Date—1998-08-00
Note—9p.; Presented at the International Conference on Engineering Education (ICEE-98) (Rio de Janeiro, Brazil, August 17-20, 1998).
Pub Type— Reports - Descriptive (141) — Speeches/Meeting Papers (150)
EDRS Price – MF01/PC01 Plus Postage.
Descriptors—*Educational Change, *Educational History, *Engineering Education, Futures (of Society), Higher Education
Over the past half-century, engineering education in the United States has undergone a profound transformation, from a strong focus on engineering practice and design before World War II to the current emphasis on scientific fundamentals and mathematical analysis. This change was driven by the Cold War and the accompanying major federal investment in university research, which also produced a major shift in engineering faculty culture away from its traditional roots in professional practice toward an academic science perspective, with rewards based primarily on research achievement. Beginning in the 1980's, the emergence of global competition as the major driver for engineering employment, along with the rapid growth of information technologies, have focused increasing attention on the need for new forms of engineering education that will equip graduates with stronger skills in communication, teamwork, knowledge integration, and economic understanding, in addition to sound technical competence. Led by far-sighted educators and industry executives, engineering education is now beginning to adopt this new paradigm. However, academic culture changes but slowly, and some time will elapse before the new paradigm becomes dominant at a majority of U.S. engineering schools. Driving forces for change are discussed, including efforts of engineering professional societies, engineering college advisory boards, the National Science Foundation, private foundations, and the Accreditation Board for Engineering and Technology. (Contains 41 references.) (Author/ASK)

ED 440 864   SE 063 536
Sherron, Todd Allen; Jeff Shumacker, Randall E.
A Fixed Effects Panel Data Model: Mathematics Achievement in the U.S.
Pub Date—2000-04-00
Note—23p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).
Pub Type— Reports - Research (143) — Speeches/Meeting Papers (150)
EDRS Price – MF01/PC01 Plus Postage.
Descriptors—High Schools, *Mathematics Achievement, *Socioeconomic Influences, *Teacher Effectiveness
Statistical models that combine cross section and time series data offer analysis and interpretation advantages over separate cross section or time series data analyses (Matyas & Severstre, 1996). Data that embodies time series and cross section units have not been commonplace in the research community until the last 25 years (Tieslav, 1999). In this study, a fixed effects panel data model is applied to the National Education Longitudinal Study of 1988 data to determine if educational process variables, teacher emphasis, student self-concept and socioeconomic status can account for variance in student mathematical achievement. A model that includes seven independent variables accounted for 25 percent of the variance in student

mathematical achievement test score. The primary objective of this study was not to explain mathematics achievement but provide educational researchers with a functional and viable model for panel data analyses. (Author/CCM)

ED 440 865   SE 063 538
Keijzer, Ronald Terwel, Jan
Learning for Mathematical Insight: A Longitudinal Comparison of Two Dutch Curricula on Fractions.
Pub Date—2000-04-00
Note—37p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).
Pub Type— Reports - Research (143) — Speeches/Meeting Papers (150)
EDRS Price – MF01/PC02 Plus Postage.
Descriptors—Educational Change, Foreign Countries, *Fractions, Intermediate Grades, *Learning, *Mathematics Curriculum, Mathematics Instruction, Standards, *Teaching Methods
Identifiers—Netherlands
Twenty primary school students were randomly assigned by a matching procedure to either an experimental or control group. During the whole school year, both groups were taught mathematics according to the curriculum in the school; however, the groups followed different programs in fractions. Students in the experimental curriculum were provided with opportunities to develop number sense in a program where class discussion and the number line takes a central place as a mental model for formal reasoning in learning fractions. By contrast, in the curriculum of the control group the circle was used as a model to reach formalization. At various time points, the teaching and learning processes and the outcomes of the two curricula were investigated by participant-observations, in-depth interviews and tests for mathematical understanding. This comparison particularly shows qualitative differences in operating with fractions between experimental group and control group. In their mental models, strategies and reflections students from the experimental group demonstrated clearly more insight i.e., aspects of number sense in processing fractions, both relatively when compared to the controls, as absolutely in regard to the national standards. Moreover, we observed differential effects in comparing the experimental with the control group. The outcomes of the study are discussed and some implications for curriculum theory and practice are presented. (Contains 65 references. (Author/CCM)

ED 440 866   SE 063 540
Scott, William Gough, Stephen Reid, Alan
Researching Schools' Contributions to Sustainable Development: Perspectives on Environmental Education and Environmental Management.
Pub Date—2000-04-00
Note—9p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).
Pub Type— Reports - Descriptive (141) — Speeches/Meeting Papers (150)
EDRS Price – MF01/PC01 Plus Postage.
Descriptors—Elementary Secondary Education, *Environmental Education, Foreign Countries, School Community Relationship, *Schools, Science Education, *Sustainable Development
Identifiers—*Environmental Management, Europe
This paper discusses a proposal for an international research initiative [DREAMS-Direct Research in Education And environmental Management in Schools] which aims to develop an indicative methodology for evaluating the contribution of environmental management systems to the 'implementation of sustainable development' in schools. The research investigates and assesses schools as key institutional drivers of socioeconomic development and environmental change in a variety of countries. By developing tools and methodologies for evaluating the effectiveness of incorporating environmental sustainability considerations into school policies and actions, the research sets out to

enhance the basis for policy formulation in relation to schools' environmental management performance and contributions to sustainable development, and identify both barriers and enabling factors to the 'implementation of sustainable development' through school policies and actions. The paper explores the rationale and design for the research, the issues it raises for environmental education and environmental management, and possibilities for international collaboration in the initiative. (Contains 12 references.) (ASK)

ED 440 867   SE 063 542
Donovan, Carol A. Smolkin, Laura B.
Reading in Elementary Science Instruction: An Examination of Teachers' Trade Book Selections.
Pub Date—2000-04-00
Note—30p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).
Pub Type— Reports - Research (143) — Speeches/Meeting Papers (150)
EDRS Price – MF01/PC02 Plus Postage.
Descriptors—Elementary Education, Resource Materials, *Science Instruction, *Science Teachers, *Teacher Attitudes, *Textbook Selection, Textbooks
Although teachers have been encouraged to use tradebooks as part of the science curriculum, not much is known about the factors—including teachers' assumptions—that influence the decisions about the books they choose to use. This paper explores some of these issues by asking groups of elementary school teachers to choose from a large set of science books they plan to use. The assumptions and findings of this study reveal some of the teachers' choices concerning science, children, and books. Reasons for these assumptions, their possible outcomes, and ways to move beyond them are also discussed. Contains 41 references. (CCM)

ED 440 868   SE 063 545
Rodriguez, Beatriz T. Font
An Investigation into How a Teacher Uses a Reform-Oriented Mathematics Curriculum.
Pub Date—2000-04-24
Note—36p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).
Pub Type— Reports - Research (143) — Speeches/Meeting Papers (150)
EDRS Price – MF01/PC02 Plus Postage.
Descriptors—*Educational Change, Elementary Education, *Mathematics Curriculum, Mathematics Instruction, *Professional Development, Teacher Education
This study examined the tensions that surfaced as a result of a teacher's transition from traditional to reform-oriented pedagogy while participating in the Mathematics Teacher Development Project and using the Investigations in Number, Data, and Space curriculum. In particular, the purpose of this study was: (a) to explore the relationship that develops between a teacher's learning in a teacher development project and her implementation of an innovative curriculum as it may influence the resolution of dilemmas that arise as she attempts to reform her practice; and (b) to identify features of the teacher development project and the curriculum that appear to have impacted the teacher's practice. The study was conducted as a case study with a practicing teacher (Maria) who had already taught at the elementary level for 10 years. At the time of the study, Maria participated in the fifth (last) semester of a reform-oriented teacher development program and was using a reform-oriented curriculum for the first time. This study indicates that an effective teacher education program utilized in conjunction with a reform-oriented curriculum provides teachers with learning opportunities that promote the transformation of their traditional ways of teaching. However, their learning creates tensions and dilemmas resulting from specific conflicts (e.g. decision making about the focus of lessons) between their evolving, reform-oriented understandings and the traditional ways to which teachers

are accustomed. Contains 22 references. (Author/CCM)

ED 440 869   SE 063 547

Rho, Kwansik

A Case Study on the Changes of University Students' Function Concept in a Virtual Environment.

Pub Date—2000-04-00

Note—30p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).

Pub Type— Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price – MF01/PC02 Plus Postage.

Descriptors—Case Studies, *Cognitive Development, *Concept Formation, Educational Environment, Higher Education, Mathematics Education, Misconceptions, *Virtual Reality

Identifiers—*Conceptual Change

This study observed and documented the changes of college students' notion of mathematics functions in a virtual environment that integrated a synchronous and asynchronous Computer Mediated Communication system. Four Arizona State University undergraduates were teamed into pairs and solved function problems in the virtual classroom over a one month period. A protocol analysis method was used to analyze the collected data on students' conceptual change of function concept. The study found that most of the students limited conceptions and misconceptions were changed. Students' conceptual change did not follow a linear pattern, and the change did not occur easily, especially when the notion of functions was well established. Some of the students' limited conceptions and misconceptions of functions were interrelated. The notion that a function problem should make sense played an important role in the development of students' function concept. Finally, students corrected most of their incorrect conceptions regarding the notion of functions. This means that college students could learn through interactions in this type of virtual learning environment. (Contains 40 references.) (Author/ASK)

ED 440 870   SE 063 551

Seah, Wee Tiong Bishop, Alan J.

Values in Mathematics Textbooks: A View through Two Australasian Regions.

Pub Date—2000-04-00

Note—25p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).

Pub Type— Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price – MF01/PC01 Plus Postage.

Descriptors—*Cultural Influences, Foreign Countries, *Mathematics Education, Secondary Education, *Textbook Content, Textbook Evaluation, *Values Education

Identifiers—Australia (Victoria), *Singapore

This paper outlines a preliminary investigation into the kinds of mathematical and mathematics educational values conveyed in representative lower secondary mathematics textbooks in Singapore and Victoria, Australia. Mathematical and mathematics educational values are viewed as being influenced by—and acting on—different sociocultural levels of values. Data compiled from the content analysis exercise reveal an unbalanced portrayal for each of the eight selected pairs of complementary values. The relationship between some of the commonly-adopted value signals and the nature of mathematical genre is explored. Differences in the way values are portrayed in the two culturally different regions are also discussed. (Contains 79 references.) (Author/CCM)

ED 440 871   SE 063 552

Tsikalas, Kallen McMillan-Culp, Katherine Friedman, Wendy Honey, Margaret

Portals: A Window into Telemonitoring Relationships in Project-Based Computational Science Classes.

Spons Agency—National Science Foundation,

Arlington, VA.

Pub Date—2000-04-00

Contract—CDA-9616990

Note—14p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).

Pub Type— Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price – MF01/PC01 Plus Postage.

Descriptors—Computer Science Education, *Educational Technology, High Schools, *Mentors, Online Systems, Science Education, *Student Projects, *Teacher Student Relationship

The Portals project examined the roles, functions, and strategies that students, teachers, and mentors bring to complex on-line, project-based learning experiences. Data for the study consisted of site observations, interviews, student work samples, and videotaped project presentations from twelve project-based mentoring relationships that were conducted entirely or partially on-line. From these data, the study identified approximately 30 strategies/functions exercised by students, mentors, and teachers in creating and maintaining online mentoring relationships. The study then classified these strategies/functions according to Levin's (1995) taxonomy for describing and supporting networked educational interactions. Levin's categories include: structure, process, mediation, community building, and institutional structure. The paper concludes with recommendations for improving telementoring designs. (Contains 18 references.) (Author/ASK)

ED 440 872   SE 063 553

Johnson, Rita Merklin

Gender Differences in Mathematics Performance: Walberg's Educational Productivity Model and the NELS:88 Database.

Pub Date—2000-04-00

Note—26p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).

Pub Type— Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price – MF01/PC02 Plus Postage.

Descriptors—Course Selection (Students), *Mathematics Achievement, Mathematics Education, *Performance, Secondary Education, *Sex Differences, Teaching Methods

Identifiers—*National Education Longitudinal Study 1988

While gender differences in mathematics achievement and attitudes overall have been declining during the past two decades, there still exists a disparity in advanced mathematics achievement and upper-level mathematics course-taking patterns that contributes to fewer females than males choosing professions in math, science, and technology fields. This study used a secondary analysis of the National Educational Longitudinal Study of 1988 database (NELS:88) and Walberg's Educational Productivity Model to determine whether the Productivity Factors in the model operated differently for males and females. Productivity Factors from the eighth grade NELS:88 database were used to model the twelfth grade outcomes related to achievement testing, coursework, and attitude toward mathematics. Multiple and logistic regression analyses were run to examine the relationship of the Productivity Factors with the mathematics achievement (testing and coursework) and attitude outcomes. In order to accommodate the complex survey design of the NELS:88 database, the data analysis was done using Sudaan. Findings indicate that a number of the Productivity Factors are significantly related to the achievement and attitude outcomes and appear to operate differently for males and females. Suggestions for further research and implications for parents and educators focus on the significant Productivity Factors which can possibly be modified through intervention or training, i.e., what Walberg calls the "alterable curriculum." These include the motivational factors of expectancy for success, locus of control, and perceived usefulness of mathematics, as well as parental aspirations, classroom environment, peer influences,

and television viewing patterns. (Contains 28 references.) (Author/ASK)

ED 440 873   SE 063 556

Diehl, Christine L.

"Reasoner's Workbench" Program Supports Students' Individual and Collaborative Argumentation.

Pub Date—2000-04-00

Note—29p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (New Orleans, LA, April 28-May 1, 2000). This research was supported by an American Educational Research Association/Spencer Pre-Dissertation Fellowship, a National Science Foundation Science and Design Traineeship Grant, and a University of California Fellowship.

Pub Type— Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price – MF01/PC02 Plus Postage.

Descriptors—*Abstract Reasoning, *Computer Software, *Computer Uses in Education, *Cooperative Learning, Educational Technology, Secondary Education, Thinking Skills

This research evaluates the effectiveness of computer-mediated support for students' individual and collaborative argumentation. "Convince Me" is a "reasoner's workbench" program that aids students in generating and analyzing arguments, providing feedback on argument coherence from a general computational model. Laboratory studies indicate that students working individually with Convince Me to build arguments obtain benefits that are often associated with collaborative activity. The current research investigates whether these benefits can be attributed to the feedback from Convince Me's simulation model, that is, does the program serve as a "computer partner" in place of a "student partner." Students in four urban, ninth-grade Integrated Science classes used Convince Me either with or without model feedback. Half of the students in each group worked individually with the program and half worked in pairs. Results show that in attempting to "convince" Convince Me, students who receive feedback are encouraged to reflect on their reasoning strategies. Convince Me also appears to support reflection on argument construction and evaluation for pairs of students working together in the absence of feedback from the simulation model. (Contains 38 references.) (Author/ASK)

ED 440 874   SE 063 557

Thompson, Patricia J.

Creationism and Evolution: A Systems Perspective on a Textbook Controversy.

Pub Date—2000-04-00

Note—21p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).

Pub Type— Opinion Papers (120) — Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price – MF01/PC01 Plus Postage.

Descriptors—*Controversial Issues (Course Content), *Creationism, Elementary Secondary Education, *Evolution, Science Curriculum, Science Education

Identifiers—Darwin (Charles)

This paper addresses the effects of the controversies involved in one state's decision to exclude the study of evolution from its science curriculum and to require equal time for creationism as an alternative theory. Curricula and textbooks are examined for the impacts of evolutionary and creationist controversies. The controversy is discussed from the historical perspective, and examples of policies in Tennessee, Kansas, Oklahoma, Illinois, Kentucky, and other states are presented. The issue is analyzed from two different levels: Level 1 analyzes the socio-cultural, political, and economic metasystems; and Level 2 analyzes the educational suprasystem. Extensive interview results from public responses to teaching evolution and creationism in schools are included. (Contains 95 references.) (YDS)

ED 440 875   SE 063 562

Schoenfeld-Tacher, Regina Persichitte, Kay A. Jones,

Loretta L.

Relation of Student Characteristics to Learning of Basic Biochemistry Concepts from a Multimedia Goal-Based Scenario.

Pub Date—2000-04-24

Note—12p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).

Pub Type— Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price – MF01/PC01 Plus Postage.

Descriptors—Achievement, *Cognitive Processes, *Cognitive Structures, Computer Simulation, *DNA, Higher Education, *Hypermedia, Science Education

Identifiers—Hidden Figures Test, Test of Logical Thinking (Tobin and Capie)

This study sought to answer the question, Do all students benefit equally from the use of a hypermedia Goal-Based Scenario (GBS)? GBS is a subcategory of anchored instruction. The correlation between the demographic variables and achievement and specific cognitive variables and achievement was explored using a lesson on DNA, and was tested on different populations using a multimedia GBS on a group of introductory biochemistry classes with a pre- and post-test content. The study used laboratory activities and simulations via a Web-based classroom management system (WebCT) on learning. This study demonstrates that GBS is equally effective for all students and may, therefore, be effective with students traditionally underserved by conventional methods of instruction without negative effects on the majority. This type of instruction is also determined to be clearly more beneficial to students possessing the formal reasoning skills necessary to investigate and develop hypotheses in scientific settings. The Purdue Visualization of Rotations Test (ROT), the Test of Logical Thinking (TOLT), and the Hidden Figures Test (HFT) were used as cognitive evaluations. (Contains 21 references.) (YDS)

ED 440 876   SE 063 570

Conner, Lindsey N.

The Significance of an Approach to the Teaching of Societal Issues Related to Biotechnology.

Pub Date—2000-04-00

Note—17p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).

Pub Type— Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price – MF01/PC01 Plus Postage.

Descriptors—Bioethics, Biology, Biotechnology, *Cancer, *Constructivism (Learning), Foreign Countries, High Schools, Inquiry, Metacognition, Science Curriculum, Social Problems

Identifiers—New Zealand

This research reports on a constructivist approach that was used in a unit of work with a final year high school biology class. The aim of the intervention was to promote students' awareness and communication of the biological, social, and ethical issues associated with cancer. Students were encouraged to use an inquiry approach. They were also provided with opportunities to engage in open and critical discourses and develop independent learning skills through metacognitive behaviors. The students', teachers', and the researcher's perspectives on aspects of the unit of work are used to evaluate the approaches used. Pre- and post-questionnaires, thinking journals, classroom observations, and interviews provide evidence of how aspects of the unit influenced students' thinking. The majority of students reported that the unit of work modified and broadened their ideas about bioethical issues linked with cancer. The results indicate what was important for teaching social and ethical issues in this biotechnological context. (Contains 26 references.) (Author/YDS)

ED 440 877   SE 063 571

Conner, Lindsey N.

Inquiry, Discourse and Metacognition: Promoting Students' Learning in a Bioethical Context.

Pub Date—2000-04-00

Note—19p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (New Orleans, LA, April 28-May 1, 2000).

Pub Type— Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price – MF01/PC01 Plus Postage.

Descriptors—*Bioethics, Cancer, *Cognitive Development, Discourse Analysis, Foreign Countries, *High School Students, High Schools, Inquiry, *Learning Strategies, Moral Values, Teaching Methods

Identifiers—New Zealand

This research reports on interpretive and cognitive approaches that were used in a unit of work with a final year high school biology class. The aim of the intervention was to promote students' awareness and communication of the biological, social, and ethical issues associated with cancer. Students were encouraged to use an inquiry approach. They were also provided with opportunities to engage in open and critical discourses and develop independent learning skills through metacognitive behaviors. The students', teachers', and researcher's perspectives on aspects of the unit of work and learning were used to evaluate the approaches used. Small group discussions and peer checking of essay drafts, as well as reflective journal writing, were perceived by students to have developed their thinking about cancer issues. Some students reported that making the skills explicit for researching and writing their essays was very useful in the inquiry process. This investigation indicates that students must have procedural knowledge and be motivated to use it in order to enable more effective learning. Bioethical contexts explore the ethical issues and decision-making associated with the use of living organisms and medicine (Macer, 1994). In countries such as New Zealand, where there is strong economic reliance on biotechnologies, science curricula now include biotechnology. The associated ethics and social responsibilities linked with the use of new technologies are being seriously questioned by society (Van Rooy, 1994). This is reflected in "Biology in the New Zealand Curriculum" (Ministry of Education, 1994) where the aim of including bioethical issues is to provide opportunities for students to be prepared to respond to issues in adult life by giving them experience in discussing personal, social, and ethical aspects (Conner, in press). In a democratic society, where citizens are expected to be able to make autonomous decisions, the impacts of technology on society need to be explored and elaborated, so that a culture of informed citizenry develops (Solomon, 1993). (Contains 26 references.) (Author/ASK)

ED 440 878   SE 063 573

Chuan, Jen-chung

The Joy of Creating Virtual Mathematical Sculptures.

Pub Date—1999-12-00

Note—12p.

Available from—For full text: http://poncelet.math.nthu.edu.tw/chuan/talk/s1.html.

Pub Type— Guides - Non-Classroom (055)

EDRS Price – MF01/PC01 Plus Postage.

Descriptors—Computer Software, *Computer Uses in Education, Elementary Secondary Education, *Geometric Constructions, Mathematics Activities, *Mathematics Instruction

The process of turning symbols into a mathematical sculpture has never been easier. A copy of Maple V release five and a Web browser configured with a VRML plug-in such as the Cosmo Player is necessary to do these activities. Maple V furnishes the computing environment with the capability of allowing for concentration on the mathematical formulation while silently taking care of the nonmathematical procedures needed in the visualization. Cosmo Player, on the other hand, creates the kind of visualization environment that lets the user experience the thrill of manipulating virtual geometric

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objects by rotating, dragging, and zooming. Building virtual 3D models creates many fruitful learning activities. This paper presents examples of building virtual 3D models by using the above mentioned instruments. The Maple codes in creating these objects is located at: http://poncelet.math.nthu.edu.tw/chuan/exp99/14/cone2.mws. (ASK)

ED 440 879   SE 063 574

Chuan, Jen-chung

Tutorial on Geometer's Sketchpad—Dudeney's Decomposition.

Pub Date—1999-12-00

Note—9p.

Available from—For full text: http://poncelet.math.nthu.edu.tw/chuan/talk/full-gsp.html.

Pub Type— Guides - Classroom - Teacher (052) — Guides - Non-Classroom (055)

EDRS Price – MF01/PC01 Plus Postage.

Descriptors—*Computer Uses in Education, Elementary Secondary Education, *Geometric Constructions, Mathematics Activities, *Mathematics Instruction

Identifiers—Geometers Sketchpad

This tutorial presents a geometric proof done by sketch to compose a square or equilateral triangle from four small boards. It then converts the procedure into a series of 12 drawing steps with Geometer's Sketchpad. The complete Geometer's Sketchpad file of this demonstration is located at: http://poncelet.math.nthu.edu.tw/chuan/dissect/2dud.html. (ASK)

ED 440 880   SE 063 575

Chuan, Jen-chung

Geometric Constructions with the Computer.

Pub Date—1995-12-00

Note—23p.; Lecture given at the ATCM (1st, Singapore, December 18-21, 1995).

Pub Type— Guides - Classroom - Teacher (052) — Speeches/Meeting Papers (150)

EDRS Price – MF01/PC01 Plus Postage.

Descriptors—*Computer Uses in Education, Elementary Secondary Education, *Geometric Constructions, Mathematics Activities, *Mathematics Instruction

The computer can be used as a tool to represent and communicate geometric knowledge. With the appropriate software, a geometric diagram can be manipulated through a series of animation that offers more than one particular snapshot as shown in a traditional mathematical text. Geometric constructions with the computer enable the learner to see and understand a diagram in different ways. Engaging in the construction of the animation encourages the learner to go through the abstract process of formulation of conjectures, generalization, condition-simplification, and classification. This paper offers examples of such constructions on topics such as enveloping curves, linkage, polynomial interpolation, inversion, hypocycloid, and epicycloid. (ASK)

ED 440 881   SE 063 581

Hellden, Gustav F.

Personal Context and Continuity of Human Thought: Recurrent Themes in a Longitudinal Study of Students' Conceptions.

Pub Date—2000-04-30

Note—15p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (New Orleans, LA, April 28-May 1, 2000).

Pub Type— Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price – MF01/PC01 Plus Postage.

Descriptors—*Concept Formation, Elementary Secondary Education, Environmental Education, Foreign Countries, Longitudinal Studies, *Scientific Concepts, Student Attitudes

Identifiers—Sweden

The present study of personal context and continuity in twenty-three students' thinking builds upon data from a longitudinal study of the students' conceptualizations of ecological processes. Each student was interviewed eleven times from age 9-15 about the conditions for life, decomposition, and the role of the flower in plant reproduction. At the

ages of 15 and 19, the students listened to what they said at the ages of 11 and 15 respectively and described how they thought their understanding had developed. The occurrence of characteristic individual elements in the students' conceptions can be followed as themes in the interviews year by year. They may relate to the content or be of a structural nature. The students could, as 15 and 19-year-olds, often reveal concrete personal experiences from an early age that they referred to again and again in the interviews. Even if there was a substantial conceptual development, there was also a very strong element of personal continuity. Conceptions developed at an early age seemed to be important for the future conceptual development. Therefore, an early introduction of some scientific concepts can help students to develop a deeper understanding of ecological processes. (Contains 10 references.) (Author/ASK)

ED 440 882   SE 063 582
Hellden, Gustav F.
A Longitudinal Study of Students' Conceptualization of Ecological Processes.
Spons Agency—Swedish Council for Research in the Humanities and Social Sciences, Stockholm.
Pub Date—1998-04-20
Note—46p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (San Diego, CA, April 19-22, 1998). Research also supported by Kristianstad University.
Pub Type— Reports - Research (143) — Speeches/Meeting Papers (150)
EDRS Price – MF01/PC02 Plus Postage.
Descriptors—Cognitive Structures, *Concept Formation, *Ecology, Elementary Education, Environmental Education, Foreign Countries, Longitudinal Studies, Misconceptions, Science Education
Identifiers—*Conceptual Change, Sweden
During the last decades, an increasing awareness has developed that humankind will have to make important decisions about the environment which will demand substantive knowledge of critical ecological phenomena such as the production and decomposition of biomass (World Commission on Environment and Development, 1987). As a biology teacher the researcher found that students at different levels have great difficulties expressing, in their own words, how biomass builds up and breaks down; also where matter comes from and where it goes. This can be true even of students who have studied photosynthesis and respiration. The researcher has also found very limited knowledge about issues concerning transformations of matter, such as decomposition and combustion, when people discuss general environmental issues. Could this lack of knowledge be due to the fact that teaching has not been based on students thinking about ecological phenomena? In order to create teaching situations in which students' ideas about natural phenomena can be challenged, educators must understand how students' thinking about different phenomena develops over time. Therefore the researcher started a longitudinal study of students' understanding of some ecological processes by following a class of students from the age of 9 to 15 (Hellden, 1992; Hellden, 1993; Hellden, 1995). These ecological processes comprised dealing with conditions for life, decomposition, and the role of the flower in the plant's reproduction. The purpose of this research project is: to describe the students' ideas about some biological processes at different ages and how they change over time; to study how the students' ideas are influenced by experiences of everyday life; to describe features in students' ideas about their own learning, and on the basis of these findings, suggest possible ways of challenging their ideas in order to help to develop them. (Contains 22 references.) (Author/ASK)

ED 440 883   SE 063 593
Chan, Nelson Wai
Use of CAR in Teaching of Mathematics and Computing.
Pub Date—1999-12-17
Note—9p.; Paper presented at the Asian Technol-

ogy Conference in Mathematics (4th, Guangzhou, People Republic of China, December 17, 1999). Supported by the Learning and Teaching Committee of the Hong Kong Polytechnic University.
Pub Type— Opinion Papers (120)
EDRS Price – MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—Computers, Educational Technology, Higher Education, *Mathematics Activities, Models, *Problem Solving, Teaching Methods
This paper describes research into the framework of Computer Analysis Relationship (CAR) and its methodology together with software such as Scientific Notebook in a teaching and learning problem-solving environment to support student investigation as well as to enhance student logical thinking. CAR aims to motivate students how to subdivide a problem on hand into three components. These components are input component, mental model component and target system component. Analysis work can then be focused on the relationship among entries in each of the components. Examples of how to apply CAR methodology in some typical problem-solving activities are presented. (Author/YDS)

ED 440 884   SE 063 595
Olds, Barbara M. Middleton, Nigel T. Trefny, John U.
A New Core Curriculum for Engineering and Science Programs at the Colorado School of Mines.
Pub Date—1998-08-00
Note—7p.; Paper presented at the International Conference of Engineering Education (Rio de Janiero, Brazil, August 1998).
Pub Type— Reports - Descriptive (141) — Speeches/Meeting Papers (150)
EDRS Price – MF01/PC01 Plus Postage.
Descriptors—*Core Curriculum, *Curriculum Development, *Engineering Education, Higher Education, Mining, *Science Education, *Undergraduate Study
Identifiers—*Colorado School of Mines
The Colorado School of Mines is in the 4th year of a comprehensive curriculum revision process. After refining the mission statement and graduate profile, the school has developed and begun to implement a new undergraduate curriculum which features design-across-the-curriculum, a sequence of "systems" courses, an enhanced and integrated humanities and social sciences component, and a distributed core. This paper describes the process and the products of the curriculum revision, including the methods for phasing in the new curriculum and ensuring that continuous improvement is built in to it from the beginning. (YDS)

ED 440 885   SE 063 657
Hammrich, Penny L. Richardson, Greer M. Livingston, Beverly
The Sisters in Science Program: Building Girls' Interest and Achievement in Science and Mathematics.
Spons Agency—National Science Foundation, Arlington, VA.
Pub Date—2000-04-00
Contract—NSF-9616021
Note—32p.; Paper presented at the Annual Meeting of the National Association of Research in Science Teaching (New Orleans, LA, April 28-May 1, 2000).
Pub Type— Reports - Research (143) — Speeches/Meeting Papers (150)
EDRS Price – MF01/PC02 Plus Postage.
Descriptors—Career Planning, *Females, Grade 4, Grade 5, Intermediate Grades, Mathematics Education, Minority Group Influences, Science Education, *Science Interests, *Sex Differences, *Student Attitudes
The Sisters in Science program seeks to increase elementary school girls' interest and achievement in science and mathematics, to create a more positive learning climate for minority school girls and their families on academic and community/social levels, and increase the knowledge base and understanding of parents with respect to their influence in pro-

moting girls' interest and achievement in science and mathematics. This paper reports on how 577 fourth grade girls in year one of the program and 627 fourth and fifth grade girls in year two of the program changed their interest and achievement in science and mathematics. Findings show that the girls started the program with positive attitudes and perceptions of science and about science career possibilities. The girls did significantly (p<.001) increase their science and mathematics skill levels after having participated in the program in both years one and two. It could be stated that the girls' achievement scores on the skills test increased significantly because the girls' attitudes and perceptions were positive before program implementation. (Contains 54 references.) (Author/ASK)

ED 440 886   SE 063 658
Hammrich, Penny L. Richardson, Greer M. Livingston, Beverly
The Sisters in Science Program: Teaching the Art of Inquiry.
Spons Agency—National Science Foundation, Arlington, VA.
Pub Date—2000-04-00
Contract—NSF-9616021
Note—31p.; Paper presented at the Annual Meeting of the National Association of Research in Science Teaching (New Orleans, LA, April 28-May 1, 2000).
Pub Type— Reports - Research (143) — Speeches/Meeting Papers (150)
EDRS Price – MF01/PC02 Plus Postage.
Descriptors—Career Planning, Decision Making, *Educational Change, Equal Education, Females, Higher Education, Intermediate Grades, Mathematics Teachers, Science Education, *Sex Differences, *Teacher Attitudes
Identifiers—Conceptual Change
Sisters in Science, like many other programs aimed at fostering girls' interest and achievement in science, is designed to encourage more girls and women to prepare for the careers in math, science, and technology that will dominate the 21st century. One of the foci of Sisters in Science was on the role of teachers as decision-makers in promoting science literacy for all students. The overall goal was to familiarize teachers with reform initiatives in science education and to chart their progress as change agents of gender equity in the classroom. This paper reports results of year one and two on teachers' reflections and dialogue concerning their conception changes of teaching science and mathematics as they confront the issue of equitable practice. (Contains 59 references.) (Author/ASK)

ED 440 887   SE 063 666
Yore, Larry D. Hand, Brian M. Prain, Vaughan
The Desired Image of a Science Writer.
Pub Date—2000-04-00
Note—38p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (New Orleans, LA, April 28-May 1, 2000). Presented in a different form at the Annual Meeting of the European Science Education Research Association (Kiel, Germany, August 31-September 5, 1999).
Pub Type— Reports - Research (143) — Speeches/Meeting Papers (150)
EDRS Price – MF01/PC02 Plus Postage.
Descriptors—Higher Education, Role Models, *Role Perception, Science Education, *Scientists, Writing (Composition), Writing Attitudes, Writing Skills
This study attempted to establish a desired image of an expert science writer based on a synthesis of writing theory, models, and research literature on academic writing in science and other disciplines and to contrast this desired image with an actual prototypical image of scientists as writers of science. The synthesis was used to develop a questionnaire to assess scientists' writing habits, beliefs, strategies, and perceptions about print-based language. The questionnaire was administered to 17 scientists from science and applied science departments of a large Midwestern land grant university. Each respondent was interviewed following the completion of the questionnaire with a custom-designed semi-structured protocol to elaborate,

probe, and extend their written responses. These data were analyzed in a step-wise fashion using the questionnaire responses to establish tentative assertions about the three major foci (type of writing done, criteria of good science writing, writing strategies used) and the interview responses to verify these assertions. Two illustrative cases (a very experienced, male physical scientist and a less experienced, female applied biological scientist) were used to highlight diversity in the sample. Generally, these 17 scientists are driven by the academy's priority of publishing their research results in refereed, peer-reviewed journals. They write their research reports in isolation or as a member of a large research team, target their writing to a few journals that they also read regularly, use writing in the teaching and scholarship to inform and persuade science students and other scientists, but do little border crossing into other communities. The actual prototypical science writer found in this study did not match the desired image based on a synthesis of the writing literature in that these scientists perceived writing as knowledge telling not knowledge building and they used a narrow array of genre, strategies, target audiences, and expectations for their writing. (Contains 51 references.) (Author/ASK)

ED 440 888 SE 063 685
Laugksch, Rudiger C.
The Differential Role of Physical Science and Biology in Achieving Scientific Literacy in South Africa—A Possible Explanation.
Pub Date—2000-04-00
Note—19p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (New Orleans, LA, April 28-May 1, 2000).
Pub Type— Reports - Research (143) — Speeches/Meeting Papers (150)
EDRS Price – MF01/PC01 Plus Postage.
Descriptors—*Biology, Foreign Countries, Grade 12, High Schools, *Informal Education, *Physical Sciences, Science Education, *Scientific Literacy
Identifiers—South Africa
A survey of the scientific literacy of selected high-school leavers at the secondary/tertiary educational interface in South Africa revealed that taking Physical Science in grade 12, in contrast to Biology, plays a more significant role in the achievement of scientific literacy by these students. An explanation for this result was sought by comparing Physical Science and Biology students' scores on the three subtests comprising the Test of Basic Scientific Literacy, which was originally used in the scientific literacy classification. Students taking Physical Science possessed a better understanding and awareness of all three dimensions of scientific literacy than students taking Biology. This result suggests a number of mechanisms through which Physical Science impacts on the achievement of scientific literacy: (a) the greater number of topics placed in an historical context in the Physical Science syllabus in comparison to Biology; (b) the greater, more obvious connection between technology and syllabus topics covered in Physical Science than in Biology; and (c) the comparative ease with which some understanding of concepts in the biological sciences may be obtained through informal and non-informal education in comparison with concepts in the physical sciences. (Contains 21 references.) (Author/ASK)

ED 440 889 SE 063 696
Tuan, Hsiao-Lin Chin, Chi-Chin
Students' Motivation toward Learning Physical Science—A Case from Four Classes of Taiwanese Students.
Pub Date—2000-04-29
Note—19p.; Paper presented at the Annual Meeting for the National Association for Research in Science Teaching (New Orleans, LA, April 28-May 1, 2000).
Pub Type— Reports - Research (143) — Speeches/Meeting Papers (150)
EDRS Price – MF01/PC01 Plus Postage.
Descriptors—*Concept Formation, Foreign Countries, Grade 8, Grade 9, Junior High Schools,

*Motivation, *Physical Sciences, Science Curriculum, *Science Instruction, *Student Attitudes
Identifiers—Taiwan
The purpose of this study was to explore four classes of junior high school students' learning motivation toward a physical science course in central Taiwan. Both qualitative and quantitative methods were applied in the study. Students' physical science learning motivation questionnaire (SPSLMQ), modified from multiple dimensions of a motivation instrument (Uguroglu, Schiller, and Walberg, 1981), was developed in the study. It included achievement, affiliation, self-concept, mastery, and locus of control scales. Another questionnaire, consisting of 11 items, was designed to assess students' perceptions toward physical science. Findings from classroom observation, interviews and questionnaire surveys revealed that students think they need to take major responsibility for their own physical science learning. Although students had moderate curiosity about the nature phenomena around them, they did not persist in elaborating their understanding beyond classes, which influenced their physical science learning outcomes. Besides low mastery motivation, students also had a low score on their performance in physical science. Many students' reasons for learning physical science were related to instrumental interests such as knowing more information, preparing for tests, or for attending better schools. Students expressed that having low-pressure learning contexts and lab experiences could motivate them in learning. They agree that teachers' teaching can influence their motivation in learning. Suggestions for science teaching are discussed in the paper. (Contains 30 references.) (Author/ASK)

SO

ED 440 890 SO 029 151
Dilger, Sandra C. Terry, Teri
Getting Started with Visual Arts.
Florida State Dept. of Education, Tallahassee.
Spons Agency—Florida Alliance for Arts Education.
Pub Date—1996-00-00
Note—19p.; In: "Interconnecting Pathways to Human Experience: Teaching the Arts across the Disciplines," edited by Judith Kase-Polisini and Carol Scott-Kassner.
Available from—Florida Department of Education, 325 West Gaines St., Room 424, Tallahassee, FL 32399-0400; Tel: 850-487-8826.
Pub Type— Guides - Non-Classroom (055)
EDRS Price – MF01/PC01 Plus Postage.
Descriptors—*Art, Art Activities, *Art Education, *Childrens Art, Elementary Secondary Education, Fine Arts, *Visual Arts
Identifiers—*Florida
This paper examines the role of visual arts in student creativity development and gives guidelines for using a comprehensive visual arts program which can foster interdisciplinary connections throughout the curriculum. Sections of the paper include: (1) "Visual Arts in Education"; (2) "Visual Arts is a Way to..."; (3) "Learning through Visual Arts"; (4) "Creation and Communication"; (5) "Aesthetic and Critical Analysis"; (6) "Cultural and Historical Connections"; (7) "The Role of the Teacher is to ..."; (8) "Integrating Art"; (9) "Skills and Techniques of Visual Art"; (10) "Elements of Design"; (11) "Principles of Design"; (12) "Age Appropriate Activities in Art"; (13) "Additional Resources"; (14) "Books"; and (15) "Other Suggested Reading." (EH)

ED 440 891 SO 029 808
Chhibber, Ajay Commander, Simon Evans, Alison Fuhr, Harald Kane, Cheikh Leechor, Chad Levy, Brian Pradhan, Sanjay Weder, Beatrice
The State in a Changing World. World Development Report, 1997.
World Bank, Washington, DC.
Report No.—ISBN-0-19-521114-6; ISSN-0163-

5085
Pub Date—1997-00-00
Note—276p.
Available from—Oxford University Press, Inc., 2001 Evans Rd., Cary, NC 27513. Tel: 800-451-7556 (Toll Free).
Pub Type— Numerical/Quantitative Data (110) — Reports - Research (143)
EDRS Price – MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—*Developing Nations, *Economic Development, Educational Development, Foreign Countries, *Government Role, *Social Development, *Sustainable Development, *World Problems
Identifiers—Global Issues, Globalization
This report is devoted to the role and effectiveness of the state: what the state should do, how it should do it, and how it can do it better in a rapidly changing world. The pathways to an effective state are many and varied. The report provides a framework for guiding these efforts, in the form of a two-part strategy. The first part of the strategy is to focus the state's activities to match its capability. Many states try to do too much with few resources and little capability. Getting governments better focused on the core public activities that are crucial to development will enhance their effectiveness. The second part of the strategy is to look for ways to improve the state's capability by reinvigorating public institutions. The report puts particular emphasis on mechanisms that give public officials the incentive to do their jobs better and to be more flexible, but that also provide restraints to check arbitrary and corrupt behavior. The report is divided into the following parts: (1) "Rethinking the State—The World Over"; (2) "Matching Role to Capability"; (3) "Reinvigorating Institutional Capability"; and (4) "Removing Obstacles to Change." Contains "Selected World Development Indicators," illustrated boxes, and extensive text figures and tables. (BT)

ED 440 892 SO 029 837
Blecher, Sharon Jaffee, Kathy
Weaving in the Arts: Widening the Learning Circle.
Report No.—ISBN-0-325-00032-8
Pub Date—1998-00-00
Note—211p.
Available from—Heinemann, 88 Post Road West, P.O. Box 5007, Westport, CT 06881 ($26). Tel: 800-793-2154 (Toll Free). Web site: http://www.heinemann.com.
Pub Type— Books (010) — Guides - Non-Classroom (055)
Document Not Available from EDRS.
Descriptors—*Art Education, *Classroom Environment, Creative Development, *Fine Arts, *Learning Processes, Multiple Intelligences, Primary Education, *Student Participation, Teacher Education
Identifiers—Art as Experience, Eisner (Elliot W), Gardner (Howard), *Learning Environments
This book offers new ways for classroom teachers to broaden the definition of literacy to include music, dance, poetry, and the visual arts. Information about incorporating the fine arts into the daily curriculum includes how teachers can help students use the fine arts as a bridge to reading and writing, and as a valid way of interpreting the world around them. Drawing on the work of Howard Gardner, Elliot Eisner, and others, the book investigates fine arts curriculum as viewed as a "methodology" for helping students interpret what they know and understand. It begins by describing the authors' own program: how they set up a learning environment conducive to the fine arts, how they reclaimed poetry as a natural response to learning, and how they focused upon drawing for understanding. The volume explains how, through immersion "workshops," students "get inside the skin" of creative artists and think about the unique ways these people approach learning. The book considers how students use music, dance, and the visual arts to develop multiple perspectives on their learning of science, mathematics, and the language arts; experiment with movement to interpret thinking; create student operas as a response to story; and live and

work in workshop environments to view learning from the inside out. Chapters include: (1) "Building a Foundation"; (2) "Creating a Languages-Rich Environment with Music and Movement"; (3) "Poetry Immersion"; (4) "Art as a Visual Response"; (5) "Artist Workshop"; and (6) "Opera Workshop." Contains an epilogue, appendices, and extensive references. (BT)

ED 440 893 SO 030 580
Slavkin, Michael Lawrence
Gender Role Differences in Students of Single-Parent and Intact Families.
Pub Date—1997-00-00
Note—22p.
Pub Type— Reports - Research (143)
EDRS Price – MF01/PC01 Plus Postage.
Descriptors—Attitude Measures, *Family Characteristics, *Family Structure, Higher Education, *One Parent Family, Questionnaires, *Sex Role, Social Science Research, *Undergraduate Students
Identifiers—Bem Sex Role Inventory
A study asked five specific questions about gender roles and the structure of the family. Participants, 108 female and 61 male students (between 17 and 56 years of age), enrolled in undergraduate psychology courses completed questionnaires as fulfillment of optional course credits. Participants were asked to define their families based on their family of origin and to complete two forms of the Bem Sex-Role Inventory—one to assess how the individual describes his or her own gender role and the other to assess how the individual describes the ideal person's gender role. Differences for personal and ideal gender role beliefs were not found between individuals reared in single-parent and intact families. However, while students from single-parent homes saw the societal ideal as being evenly divided between sex-typed (masculine-feminine) and androgynous roles, students from intact homes were more apt to define themselves as sex-typed (masculine). That is to say, individuals reared in single-parent homes were more apt to categorize the societal ideal as androgynous. Further examination of the results revealed that females from intact families stereotyped the ideal person as feminine, whereas males from intact families stereotyped the ideal person as masculine. Further studies should be performed to identify the relations between a child's personal gender roles and those gender roles modeled in the home. Contains 3 tables of data and 21 references. (BT)

ED 440 894 SO 030 832
Taylor, Lucy E.
A Right Brain Drawing Study.
Pub Date—1998-12-00
Note—61p.; M.A. Thesis, Salem-Teikyo University.
Pub Type— Dissertations/Theses - Masters Theses (042)
EDRS Price – MF01/PC03 Plus Postage.
Descriptors—*Art Education, *Brain Hemisphere Functions, Childrens Art, Classroom Research, *Freehand Drawing, Grade 6, Intermediate Grades, Student Improvement
Identifiers—T Test
This study was done to see if sixth grade students could improve their drawing abilities by looking at lines more abstractly—by drawing a picture viewing the original upside down and comparing it to the same student's drawing done viewing the original right side up. Pairs of works were scored on the basis of line quality, proportion, and likeness to the original. The paired t-test revealed no significant effect on drawing ability when students used the upside down drawing technique as opposed to the traditional right side up approach. Appended are 14 figures. Contains 2 tables, 3 graphs, and 24 references. (Author/BT)

ED 440 895 SO 030 845
Perry, Phyllis J.
Exploring our Country's History: Linking Fiction to Nonfiction. Literature Bridges to Social Studies Series.

Report No.—ISBN-1-56308-622-0
Pub Date—1998-00-00
Note—133p.
Available from—Teacher Ideas Press, A Division of Libraries Unlimited, Inc., P.O. Box 6633, Englewood, CO 80155-6633 ($23.50). Tel: 800-237-6124; Web site: http://www.lu.com/tip.
Pub Type— Guides - Classroom - Teacher (052) — Reference Materials - Bibliographies (131)
Document Not Available from EDRS.
Descriptors—*American Studies, Annotated Bibliographies, *Childrens Literature, Elementary Education, *Fiction, Learning Activities, Learning Motivation, *Nonfiction, Reading Materials, *Social Studies, Student Motivation, *United States History
Fiction is a powerful tool that can motivate students to learn. This book is designed to assist elementary teachers in planning integrated units of study based on quality fiction titles about U.S. history. These titles build interest, illuminate specific eras, and lead students to related nonfiction titles. Organized in sections that cover individual centuries from the 1600s to the 1900s, the book provides summaries of recommended fiction and nonfiction books that relate to different eras in U.S. history, with suggested grade levels (K-5) for featured titles. Each section also contains lists of selected poetry and books that combine factual and fictional elements to help students make the transition from fiction to expository text. Discussion starters, multidisciplinary activity suggestions, topics for further investigation, and additional resources are provided in each section. The individual and group projects help students develop skills in research, oral and written language, science, mathematics, geography, and the arts. (LB)

ED 440 896 SO 030 855
Wakefield, Dara
Evangelism and Learning: Learning Theory Considerations in Evangelism.
Pub Date—1998-01-16
Note—34p.
Pub Type— Opinion Papers (120)
EDRS Price – MF01/PC02 Plus Postage.
Descriptors—*Christianity, *Educational Psychology, *Learning Theories, Models, Religion, Religious Education
Identifiers—Evangelical Christians, *Evangelization
Five prescriptions for evangelism are offered from five different schools of thought in educational psychology. Since understanding and the integration of truth are a central theme in evangelism, how do humans process truth? This paper constructs hypothetical evangelistic scenarios according to behaviorist, cognitive processing, interactivist, biological, and constructivist theories of learning. It asks which model best represents how evangelism ought to be conducted. Contains 4 figures and 12 references. (Author/BT)

ED 440 897 SO 030 921
Heath, Brent
The Frankish Building: A Reflection of the Success of Ontario, California. Teaching with Historic Places.
National Register of Historic Places, Washington, DC. Interagency Resources Div.
Pub Date—1999-05-00
Note—29p.
Available from—Teaching with Historic Places, National Register of Historic Places, National Park Service, 1849 C Street NW, Suite NC400, Washington, DC 20240. For full text: http://www.cr.nps.gov/nr/twhp/topic.htm.
Pub Type— Guides - Classroom - Teacher (052)
EDRS Price – MF01/PC02 Plus Postage.
Descriptors—*Architecture, Built Environment, Elementary Secondary Education, *Heritage Education, Interdisciplinary Approach, *Local History, Primary Sources, Social Studies, State History, United States History
Identifiers—*Progressive Era
Using primary documents, maps, and visual data, this lesson packet focuses on the founders of Ontario, California, and the Frankish Building that is on the Historic Register of Historic Places. The

lesson could be used with U.S. history units on the Progressive Era, with course units dealing with a variety of civic issues, or units involving the study of architecture. The unit outlines objectives for students and gives a list of materials students need for the lesson. The packet includes background materials, maps, readings, visual images, student activities, and a list of supplementary resources. (MM)

ED 440 898 SO 030 922
Thaw in the Cold War: Eisenhower and Khrushchev at Gettysburg. Teaching with Historic Places.
National Register of Historic Places, Washington, DC. Interagency Resources Div.
Pub Date—1999-05-00
Note—28p.
Available from—Teaching with Historic Places, National Register of Historic Places, National Park Service. 1849 C Street, NW, Suite NC400, Washington, DC 20240. For full text: http://www.cr.nps.gov/nr/twhp/topic.htm.
Pub Type— Guides - Classroom - Teacher (052)
EDRS Price – MF01/PC02 Plus Postage.
Descriptors—Architecture, Built Environment, Diplomatic History, Elementary Secondary Education, Heritage Education, Historic Sites, Interdisciplinary Approach, *International Relations, Modern History, Presidents of the United States, Primary Sources, Social Studies, United States History
Identifiers—Cold War, *Eisenhower (Dwight D), *Khrushchev (Nikita), USSR
Using primary documents, maps, and visual data, this lesson packet describes how President Dwight Eisenhower working at his Gettysburg, Pennsylvania, farm, which is on the Historic Register of Historic Places, used personal diplomacy to help ease the tensions of the Cold War. The lesson materials can be used in U.S. history units on the Cold War, or in government and world affairs units on negotiation and conflict resolution. The unit outlines objectives for students and gives a list of materials students need for the lesson. The packet includes background materials, maps, readings, visual images, student activities, and a list of supplementary resources. (MM)

ED 440 899 SO 031 075
Haas, Mary E. Laughlin, Margaret A.
Teaching Current Events: Its Status in Social Studies Today.
Pub Date—2000-04-00
Note—40p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).
Pub Type— Reports - Research (143) — Speeches/Meeting Papers (150)
EDRS Price – MF01/PC02 Plus Postage.
Descriptors—*Current Events, Educational Research, Elementary Secondary Education, National Surveys, Questionnaires, *Social Studies, *Teacher Attitudes, Teacher Surveys
Identifiers—National Council for the Social Studies
A study addressed specific topics related to the teaching of current events through a teacher survey asking the more general question: How do social studies teachers who are members of the National Council for the Social Studies (NCSS) teach current events in their classrooms? Questionnaires were mailed to a random, national sample of 598 members of NCSS and divided among those who indicated specific interests in elementary, middle school, or high school on their membership applications or renewals. Recent questionnaires on civic education were examined by the researchers, and a two-page survey of selected response and short answer questions asking about instruction, assessment, and evaluation strategies teachers used when teaching current events and teacher perceptions of student responses was constructed for the study. Respondents were likely to be committed to including current events in their social studies instruction. Most teachers responded that they linked current events to the topical emphasis of their current social studies instructional units by using current events to provide contemporary examples of abstract histori-

cal, social, economic, and political concepts or to illustrate the continuity of social issues over time and across cultures. A smaller group focused their current events teaching by stressing inquiry as a process and using the skills of identification of facts to recognize bias, points of view, perspectives, and exaggeration in their teaching of current events. The majority viewed teaching current events as integral to their professional obligation. (Contains 8 recommendations, 14 tables of data, 22 references, and a sample survey.) (BT)

ED 440 900   SO 031 086

LeBert, Linda L. Calais, Jerry Cuevas, Phyllis Fruge', Hugh Gardiner, Judy Carter Larmon, Marilyn Rees, Jocelyn

Peace Crane Project: An Interdisciplinary Approach.

Pub Date—1999-05-00

Note—8p.; Colored photographs may not reproduce adequately.

Pub Type— Reports - Descriptive (141)

EDRS Price – MF01/PC01 Plus Postage.

Descriptors—*Art Products, College Faculty, *Curriculum Development, Higher Education, *Interdisciplinary Approach, *Peace, *Teacher Collaboration, Teacher Education

Identifiers—Global Issues, McNeese State University LA, *Peace Education, *Sadako and the Thousand Paper Cranes

To model collaboration and to "practice what we teach," a group of faculty members at McNeese State University in Louisiana developed a college-wide theme based on the book, "Sadako and the Thousand Paper Cranes." This book was selected because of the importance of seeking and achieving peace in a world that is struggling and, seemingly, losing the battle to establish peaceful environments for children and adults. In the book the heroine, Sadako, is dying of leukemia as a result of radiation from the atomic bomb dropped on Hiroshima (Japan) when she was two years old. Sadako learned that by folding a thousand paper cranes she might be cured of the disease. Multiple copies of the book and of relevant videos were ordered for the curriculum materials center. Each instructor electing to participate in the project centered a portion of his or her instruction around the book. The final goal was to have at least one thousand paper cranes hanging in the education building by the end of the semester. The book was utilized in various ways in courses teaching remedial reading, content area reading, social studies methods, and mathematics methods. The interdisciplinary challenge of developing a unit focusing on peace is enhanced by the availability of materials on the Internet. The educators felt a responsibility to foster peace within their classrooms. (BT)

ED 440 901   SO 031 306

Demovsky, Sandra Niemuth, Judy

The Global Classroom: A Study in Appreciation, Awareness, and Acceptance of Different Cultures and People in Our Ever Changing World.

Pub Date—1999-05-00

Note—78p.; Master's Action Research Project, Saint Xavier University & IRI/Skylight.

Pub Type— Dissertations/Theses (040) — Tests/Questionnaires (160)

EDRS Price – MF01/PC04 Plus Postage.

Descriptors—Action Research, Classroom Techniques, *Cultural Awareness, *Cultural Pluralism, *Diversity (Student), Educational Diagnosis, Geography, *Global Approach, Grade 6, High School Students, High Schools, Learning Disabilities, Middle Schools, Questionnaires, Social Studies, Teacher Surveys

Identifiers—Cultural Sensitivity, *Direct Instruction, *Global Issues

An action research project developed and implemented a program for increasing global skills and awareness of ethnic diversity in the classroom so that students could better understand others. The targeted population at two midwestern sites consisted of middle school sixth graders and high school learning disabled students in social studies classes. Lack of understanding of multicultural groups is documented through teacher-constructed

questionnaires, teacher surveys, and tests. Analysis of probable cause data indicated that students and teachers lacked understanding of ethnic diversity and perspective in the classroom due to inadequate teacher training and school support, low tolerance for each other, lack of social skills, and superficial curriculum materials. A review of solution strategies suggested by knowledgeable others, combined with analysis of the problem setting, resulted in three major areas of intervention: use of cooperative learning, global understanding, and tolerance. Given the many opportunities to develop a better understanding of global issues, students showed an improved respect for cultural differences in their community and the world. They were able to communicate with each other and had a newfound awareness of geography and the application of its five themes. A comparison of the results of a pretest and a posttest showed an increased number of correct responses. Analysis of posttest results indicated a majority of students had a better understanding of human geography. Direct teaching of map skills, tolerance, and current events is strongly recommended. Contains 3 tables of data and 31 references. Five appendixes contain researchers' letter to the teacher, a sample teacher survey, pretest and posttest advisories, and a global awareness questionnaire. (Author/BT)

ED 440 902   SO 031 345

Boyle-Baise, Marilynne Kilbane, James

What Really Happens? Community Service Learning for Multicultural Teacher Education.

Pub Date—1999-11-19

Note—31p.; Paper presented at the Annual Meeting of the National Council for the Social Studies (79th, Orlando, FL, November 19-21, 1999).

Pub Type— Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price – MF01/PC02 Plus Postage.

Descriptors—Ethnography, Field Studies, Higher Education, *Multicultural Education, *Preservice Teachers, Qualitative Research, *Service Learning, Social Studies, *Teacher Education, *Teacher Role

Identifiers—*Community Service, Interpretive Research

A qualitative, interpretive case study utilized ethnographic techniques to discover what happens, and what preservice teachers think about what happens, within a credited community service learning component for a multicultural education course. Subjects were 24 preservice teachers studied as one case. Three roles and perspectives that emerged from fieldwork are described and analyzed. Although preservice teachers tended to "play it too safe" for multicultural education, the study concluded that community service learning augments teacher preparation for culturally diverse contexts. Ways in which community service learning can be intensified or redirected to further undergird and augment multicultural education need to be considered. (Contains 28 references.) (BT)

ED 440 903   SO 031 397

Morris, Bradley J.

The Poverty of Constructivism: A Comparison of Philosophies of Inquiry in the Social Sciences.

Pub Date—1999-00-00

Note—44p.

Pub Type— Information Analyses (070) — Reports - Evaluative (142)

EDRS Price – MF01/PC02 Plus Postage.

Descriptors—Comparative Analysis, *Constructivism (Learning), *Critical Theory, Epistemology, *Inquiry, Methods, *Scholarship, *Social Sciences

Identifiers—Ontology, Popper (Karl), Positivism, *Postpositivism

The "paradigm dialogue" is an attempt to examine the philosophical positions of competing social science "ways of knowing" in the hope of establishing a dialogue among these different schools of thought. Three paradigms—postpositivism, critical theory, and constructivism—were examined in regard to their stances on three philosophical

issues: ontology, epistemology, and methodology. Postpositivism has a critical realist ontology in which objects existed but could only be approximately known to scientists through experimental methods. Critical theory requires a realist ontology that is similar to positivistic certainty in which objects exist and exert their influence through a veil of understanding that is understood through hermeneutic/descriptive methods. Constructivism has a relativist ontology that collapses the distinction between knower and known and attempts to approximate local realities through a dialectical process. A comparison of these research paradigms, using K. R. Popper's (1994) world3 model, demonstrated serious problems for constructivists and critical theorists. Constructivists are forced to either abandon their relativist ontology due to its dependence on a world created by the mind, or become folded into postpositivism. Critical theorists are confronted with the notion of becoming the heirs of Comtian (1988) positivism through the reliance on certain knowledge revealed through science. Contains 11 tables, 1 figure, and 26 references. (Author/BT)

ED 440 904   SO 031 436

Lyman, Lawrence

Lessons Learned from a Multiculturally, Economically Diverse Classroom Setting.

Pub Date—1999-11-20

Note—10p.; Paper presented at the Annual Meeting of the National Council for the Social Studies (79th, Orlando, FL, November 19-21, 1999).

Pub Type— Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price – MF01/PC01 Plus Postage.

Descriptors—*Classroom Environment, *Classroom Techniques, *Diversity (Student), Elementary Education, Geography, Multigraded Classes, Multiple Intelligences, *Social Studies, Student Empowerment, *Thinking Skills

Identifiers—Emporia Public Schools KS, Emporia State University KS

For her sabbatical a professor of teacher education at Emporia State University returned to the elementary classroom after a 20-year absence to teach in a third/fourth combination classroom in the Emporia, Kansas Public Schools. The return to elementary classroom teaching provided the professor with the opportunity to utilize some of the social studies strategies she shared with her classroom management, social studies methods, and curriculum students at the university. These strategies included: building classroom community and promoting student ownership; focusing on a daily historical or current event; encouraging critical thinking and problem solving; planning for instruction using the multiple intelligences identified by Howard Gardner; and improving student understanding of geography. The elementary classroom the professor taught in, rich in cultural and economic diversity, consisted of 22 students, 10 third graders, and 12 fourth graders. A group building activity, "Getting To Know You," promoted student ownership of the classroom, while a daily "Parrot Puzzle" focused on different thinking skills and different areas of the curriculum. To make the best use of the limited time available in the classroom, teachers need to build community and ownership, integrate learning so connections are clear to students, and teach for the diverse learning needs of students. (Contains a resource list.) (BT)

ED 440 905   SO 031 535

Corral, S. Joseph

A Study of the Liabilities Concerning Exclusion from Non-Curricular Studies (Instrumental Music) in the Public Schools.

Pub Date—1999-00-00

Note—21p.

Pub Type— Information Analyses (070)

EDRS Price – MF01/PC01 Plus Postage.

Descriptors—*Court Litigation, Elementary Education, *Extracurricular Activities, *Legal Responsibility, *Music Education, Musical

Instruments, *Public Schools, Special Education, Special Needs Students

Identifiers—Anne Arundel County Public Schools MD, Case Law, *Instrumental Music, Legal Research

An instrumental music teacher in Anne Arundel County (Maryland) has been presented with a situation where a parent of a special education child wishes to enroll the child in the noncurricular school music program. This raises the question of his liability if he limits or refuses special education students in the program based on their disabilities. This paper details the teacher's examination of relevant case law which might shed light on a solution, after first noting that there is little or no case law dealing specifically with music education. A goal of this paper is to establish a consensus by which it can be said that the law of these other types of cases could or could not be applicable to music instruction. To do this, it must first be established that instrumental music is not a right but conversely is a privilege that the public school system provides as an addition to the basic education of the students of the state. (BT)

ED 440 906   SO 031 606

Clark, Joanna

Holocaust Youth and Creativity.

Pub Date—1999-00-00

Note—55p.

Pub Type— Reports - Descriptive (141)

EDRS Price – MF01/PC03 Plus Postage.

Descriptors—Creative Expression, *Curriculum Development, Diaries, *European History, Foreign Countries, *Jews, *Modern History, *Nazism, Secondary Education, Social Studies, *World War Ii

Identifiers—Europe, *Holocaust, Youth Studies

As Holocaust study for youth becomes integrated into the U.S. educational structure, educators throughout the country are going to need resources that combine history and humanity to convey to young people the impact of tragedy and violence that World War II and the Holocaust had on the youth of a particular time in the 20th century. This paper provides teachers who work with today's youth with a clearer picture of how people of similar ages reacted to Nazism in Europe. A brief history of the time period is outlined in the paper along with an examination of personal diaries and creative works constructed by children and young people in Europe during World War II and the Holocaust. Background information on a wide range of literary and artistic genres is made available to teachers that will be helpful when designing lesson plans that modern young people will find interesting, innovative, and intriguing. (Contains 47 references.) (BT)

ED 440 907   SO 031 607

Wilson, Elizabeth Sunal, Cynthia Haas, Mary Laughlin, Margaret

Teachers' Perspectives on Incorporating Current Controversial Issues into the Curriculum.

Pub Date—1999-11-00

Note—26p.; Paper presented at the Annual Meeting of the National Council for the Social Studies (79th, Orlando, FL, November 19-21, 1999).

Pub Type— Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price – MF01/PC02 Plus Postage.

Descriptors—Attitude Measures, *Controversial Issues (Course Content), Current Events, Elementary Secondary Education, Interviews, National Surveys, *Social Studies, *Teacher Attitudes, Teacher Surveys

Identifiers—*Controversial Topics

Does a current controversial issue become part of the social studies curriculum in a context where the media focus largely on the issue? A study explored this question through surveys and in-depth interviews that investigated K-12 social studies teachers' perspectives on the incorporation of current controversial issues in the curriculum. A total of 468 surveys were mailed to middle and secondary social studies teachers in 48 states. The survey asked if respondents had taught about the Clinton impeachment proceedings during at least two class periods.

Teachers who had done so were asked to respond to six open-ended, short answer questions; teachers who responded in the negative were asked to explain why they had not addressed this topic in their classes. Additionally, respondents were asked to check one or more of 11 statements that applied to their views of teaching controversial issues and current events. Over half of the teachers responded that they had taught about the Clinton impeachment for at least the minimum time required on the survey. For all teachers in grades 5-12, the overwhelming reason for not teaching the impeachment was that it was not relevant to the content of the curriculum. A second study involving an interview extended what had been examined in the first study by exploring in-depth the views of teachers about controversial issues. (Contains 14 references.) (BT)

ED 440 908   SO 031 613

Stocco, Denise Belanger, Jocelyne, Ed.

Overview of Related Research To Inform the Development of the Western Canadian Protocol Social Studies (K-12) Common Curriculum Framework for Francophone Education = Apercu de recherches en vue de l'elaboration du Cadre commun de resultats d'apprentissage en sciences humaines (M-12) du Protocole de l'Ouest canadien pour l'education francophone.

Alberta Dept. of Education, Edmonton.

Report No.—ISBN-0-7785-0665-7

Pub Date—1999-08-00

Note—66p.

Available from—Alberta Dept. of Education, 11160 Jasper Avenue, Edmonton, Alberta, T5K 0L2, Canada.

Language—English, French

Pub Type— Reports - Descriptive (141) — Multilingual/Bilingual Materials (171)

EDRS Price – MF01/PC03 Plus Postage.

Descriptors—*Citizenship Education, *Curriculum Development, Elementary Secondary Education, Foreign Countries, *French Canadians, Minority Groups, *Social Studies, *Student Needs

Identifiers—*Alberta, *Francophone Education (Canada)

This curriculum framework informs the development of the Western Canadian Protocol Social Studies (K-12) Common Curriculum Framework for Francophone students in a minority setting. Most of the information presented in the framework is drawn from three unpublished documents (in French) that can be consulted at the Alberta Learning Library (Edmonton). The framework provides an overview rather than a summary of those three sources. The curriculum framework is divided into the following sections: (1) specific needs of Francophone students living in a minority milieu and the needs of Francophone communities in light of section 23 of the Canadian Charter of Rights and Freedoms; (2) trends in French education programs (social studies, history, geography, citizenship education); (3) how history and geography programs can contribute to the development of the Western Canadian Protocol Social Studies (K-12) Common Curriculum Framework for the education of Francophone students living in a minority milieu; (4) how citizenship education can contribute to the development of the Western Canadian Protocol Social Studies (K-12) Common Curriculum Framework for the education of Francophone students living in a minority milieu; and (5) orientations and approaches in social studies for meeting the needs of Francophone students living in a minority milieu. (BT)

ED 440 909   SO 031 615

Vickerman, Kathrine D.

Papermaking: Then and Now. A History of Hand Papermaking from Its Beginning, Plus a Process for Using Natural Fibers To Make Paper.

Pub Date—1995-00-00

Note—93p.; Photographs by Lyssa O'Riley.

Pub Type— Guides - Non-Classroom (055) — Reports - Descriptive (141)

EDRS Price – MF01/PC04 Plus Postage.

Descriptors—Art Education, Art History, Elementary Secondary Education, *Handicrafts, *Paper (Material)

Identifiers—Applied Arts, *Grasses, Historical Background, Historical Research, *Papermaking

In addition to a historic overview of papermaking, this book explains the painstaking process of papermaking and details the results of actually making paper from samples of grass gathered from Arizona to Minnesota, and Maine to California, including 11 states and climates. The book describes how to teach papermaking and offers a list of equipment suppliers as resources for help getting started. A study of the effects of rainfall and altitude on the grasses used in making paper was conducted. The handmade paper shown in this book is only an example of what can be accomplished. Since there are so many different varieties of grass, this project has only scratched the surface of the potential for decorative paper made from grasses. The book is divided into the following sections: (1) "The Beginning of Papermaking"; (2) "Renaissance of Hand Papermaking"; (3) "Chemistry of Hand Papermaking"; (4) "A Little Bit about Grasses"; (5) "Papermaking from Grasses"; (6) "Papermaking Results"; and (7) "Teaching Hand Papermaking." (Contains 25 resources and 13 relevant Web sites.) (BT)

ED 440 910   SO 031 616

Carr, Gary R.

Adapting Arts Activities or Success for All.

Pub Date—1999-00-00

Note—64p.; M.S. Project, St. Norbert College. Photographs may not reproduce adequately.

Pub Type— Dissertations/Theses (040)

EDRS Price – MF01/PC03 Plus Postage.

Descriptors—*Art Activities, *Art Education, *Classroom Techniques, Disabilities, Elementary Secondary Education, Special Needs Students, *Student Needs, *Teacher Role

Identifiers—*Adaptive Instructional Methods

It is possible to adapt art activity to meet the needs of any student regardless of physical and medical challenges. Art activities should allow any child to participate with success. This handbook is about tools and devices adapted for and used by physically handicapped and health impaired students for art activities. The handbook also works on the premise to never overlook a tool or device that one has seen before. In the adaptation of art activities to ensure success for all students, it is important to approach each activity with a number of alternative paths to success. The handbook outlines five important points: (1) teach to the individual strengths of each student; (2) success in a given student must be measured on an individual scale; it can even mean participation through observation; (3) what instructors try to teach needs to be meaningful, interesting, and exciting; (4) what is funny is retained more readily than what is boring—do not be afraid to laugh; and (5) do not sweat the small stuff; if something does not work, commit it to memory and try something different. The handbook provides examples of many activities and includes illustrations and photographs. (Contains 29 references.) (BT)

ED 440 911   SO 031 687

Building Good Citizens for Texas: Character Education Resource Guide. Elementary School.

Texas Education Agency, Austin.

Pub Date—2000-00-00

Note—64p.; For related resource guides for middle and high school, see SO 031 688-689.

Available from—Texas Education Agency, Austin, 1701 North Congress Avenue, Austin, TX 78701. Tel: 512-463-9838; Fax: 512-463-9839;

Web site: http://www.tea.state.tx.us.
Pub Type— Guides - Classroom - Teacher (052)
EDRS Price – MF01/PC03 Plus Postage.
Descriptors—*Citizenship, *Citizenship Educa-
tion, Concept Formation, Elementary Educa-
tion, Elementary School Students, *Ethical
Instruction, *Moral Development, *Public
Schools, Social Responsibility, Social Studies,
*Student Development
Identifiers—*Character Education, *Texas
   This Texas education resource guide is provided
for teachers to plan a character education program
which incorporates "Building Good Citizens for
Texas" into the classroom curriculum and school-
wide activities. The guide points out that, to be
effective, instruction in character education must be
appropriate to the developmental level of the stu-
dents at the elementary school level. For example,
students will be introduced to concepts of personal
and social responsibility on a monthly basis. The
guide suggests that certain components of citizen-
ship be highlighted each month, such as: Septem-
ber: honesty; October: responsibility; November:
compassion; December: perseverance; January:
loyalty; February: justice; March: self-reliance;
April: self-discipline; and May: integrity, and that
teachers integrate these components into their les-
sons when appropriate. The guide presents guide-
lines and details diverse classroom activities for
each of these monthly components. It also discusses
community involvement and site-based implemen-
tation and suggests schoolwide activities. (BT)

ED 440 912   **SO 031 688**
**Building Good Citizens for Texas: Character
   Education Resource Guide. Middle School.**
Texas Education Agency, Austin.
Pub Date—2000-00-00
Note—64p.; For related resource guides for ele-
   mentary and high schools, see SO 031 687-
   689.
Available from—Texas Education Agency, Aus-
   tin, 1701 North Congress Avenue, Austin, TX
   78701. Tel: 512-463-9838; Fax: 512-463-9839;
   Web site: http://www.tea.state.tx.us.
Pub Type— Guides - Classroom - Teacher (052)
EDRS Price – MF01/PC03 Plus Postage.
Descriptors—*Citizenship, *Citizenship Educa-
tion, *Ethical Instruction, Middle School Stu-
dents, Middle Schools, *Moral Development,
*Public Schools, *Student Development, Study
Skills, Thinking Skills
Identifiers—*Character Education, *Texas
   This Texas education resource guide is provided
for teachers to plan a character education program
which incorporates "Building Good Citizenship for
Texas" into the classroom curriculum and school-
wide activities. The guide points out that, to be
effective, instruction in character education must be
appropriate to the developmental level of the stu-
dents at the middle school level; for example, the
program should focus on an integration of character
education, study skills, critical thinking, and deci-
sion-making. The guide suggests that certain com-
ponents of citizenship be highlighted each month,
such as: September: honesty; October: responsibil-
ity; November: compassion; December: persever-
ance; January: loyalty; February: justice; March:
self-reliance; April: self-discipline; and May:
integrity, and that teachers integrate these compo-
nents into their lessons when appropriate. The
guide presents guidelines and details diverse class-
room activities for each of these monthly compo-
nents. It also discusses community involvement and
site-based implementation and suggests schoolwide
activities. (BT)

ED 440 913   **SO 031 689**
**Building Good Citizens for Texas: Character
   Education Resource Guide. High School.**
Texas Education Agency, Austin.
Pub Date—2000-00-00
Note—54p.; For related resource guides for ele-
   mentary and middle schools, see SO 031 687-
   688.
Available from—Texas Education Agency, Aus-
   tin, 1701 North Congress Avenue, Austin, TX
   78701. Tel: 512-463-9838; Fax: 512-463-9839;

Web site: http://www.tea.state.tx.us.
Pub Type— Guides - Classroom - Teacher (052)
EDRS Price – MF01/PC03 Plus Postage.
Descriptors—*Citizenship, *Citizenship Educa-
tion, *Ethical Instruction, High School Stu-
dents, High Schools, *Moral Development,
*Public Schools, Social Responsibility, Social
Studies, *Student Development
Identifiers—*Character Education, *Texas
   This Texas education resource guide is provided
for teachers to plan a character education program
which incorporates "Building Good Citizens for
Texas" into the classroom curriculum and school-
wide activities. The guide points out that, to be
effective, instruction in character education must be
appropriate to the developmental level of the stu-
dents at the high school level, the program should
focus on civic responsibilities and applications of
the concept of personal and social responsibility,
and students should apply these concepts in all con-
tent areas to prepare themselves for their roles as
future decisionmakers. The guide suggests that cer-
tain components of citizenship be highlighted each
month, such as: September: honesty; October:
responsibility; November: compassion; December:
perseverance; January: loyalty; February: justice;
March: self-reliance; April: self-discipline; and
May: integrity, and that teachers integrate these
components into their lessons when appropriate.
The guide presents guidelines and details diverse
classroom activities for each of these monthly com-
ponents. It also discusses site-based implementa-
tion and suggests schoolwide activities. (BT)

ED 440 914   **SO 031 691**
Torney-Purta, Judith
**Creating Citizenship: Youth Development for
   Free and Democratic Society. Executive
   Summary—Conference Consensus Docu-
   ment.**
Pub Date—2000-03-00
Note—9p.; Revised version of a document is-
   sued March 2000 in collaboration with the Civ-
   il Society Initiative, University of Maryland,
   College Park.
Pub Type— Opinion Papers (120)
EDRS Price – MF01/PC01 Plus Postage.
Descriptors—*Adolescent Development, *Citi-
zenship, *Citizenship Education, Community
Involvement, Democracy, *Educational Objec-
tives, Elementary Secondary Education, Indi-
vidual Development, Political Issues,
Secondary Education, Social Studies
Identifiers—*Consensus
   In June 1999, nearly 40 researchers and special-
ists in youth development gathered to participate in
a conference entitled "Creating Citizenship: Youth
Development for a Free and Democratic Society."
This executive summary identifies a number of
qualities and capacities of young people that are
essential for achieving the goals of engaging in
society and becoming politically developed. The
summary outlines the experiences that promote
these qualities and capacities, and registers concern
about the present lack of opportunities for youth to
communicate their own political and cultural
expressions to a wide range of groups and engage in
constructive dialogue. According to the summary,
creating meaningful change in policy, practice, and
research is important. The summary provides his-
torical background information about creating citi-
zenship in the next generation and the participation
of youth in civil society. It contends that there is
new interest in creating citizenship opportunities
for young people. It also finds that there is a need to
identify the precursors in adolescence of adults'
active involvement in the community and in all lev-
els of the political system. The paper pinpoints
some arenas of action, such as the neighborhood or
community, youth organizations, and schools, and
calls for supporting programs with research, espe-
cially new research in methods and measures for
evaluating existing or planned programs. (BT)

ED 440 915   **SO 031 760**
Landman, Jonathan
**A State-Mandated Curriculum, A High-Stakes
   Test: One Massachusetts High School Histo-**

ry Department's Response to a Very New
   Policy Context.
Pub Date—2000-01-07
Note—119p.; Qualifying Paper, Harvard Gradu-
   ate School of Education.
Pub Type— Reports - Research (143)
EDRS Price – MF01/PC05 Plus Postage.
Descriptors—Departments, *Educational Change,
*Educational Policy, Educational Research,
Grade 10, Grade 4, Grade 8, High Schools,
*High Stakes Tests, History, Language Arts,
Mathematics, Sciences, Social Sciences, *State
Standards, *Student Evaluation, *Teacher Atti-
tudes
Identifiers—*Massachusetts
   Following passage of the Massachusetts Educa-
tion Reform Act in 1993, comprehensive statewide
assessments to evaluate students' mastery of
required content and skills were developed in the
core academic areas of mathematics, language arts,
science, and history and social science. By 1998,
the state had established assessments at the fourth,
eighth, and tenth grade levels using the Massachu-
setts Comprehensive Assessment System test. A
qualitative study explored how a varied group of
four high school history/social science departments
and the teachers in those departments were
responding to this new policy: Were curricula and/
or pedagogy changing? How did departments'
members perceive the new framework and test?
How did they perceive the impact of these new state
initiatives? and How were these perceptions influ-
encing the departments' responses? This case-study
analysis of "Marwood," one of the four study sites,
includes: fall and spring teacher interviews; a ques-
tionnaire and three interviews with the Department
Head over the course of the year; spring interviews
with Marwood's Superintendent and Assistant
Superintendent; observational data including field
notes; a survey of all interviewees; and departmen-
tal documents. Marwood's teachers articulated a
range of substantive problems with the current
framework and test. Data suggest that individual
teachers' curricular ideologies influenced their
responses to these policies. Faculty view their
department as collegial and describe their depart-
mental peers as engaged. The sense that they must
align with the state framework to protect their stu-
dents and themselves weighs heavily upon the Mar-
wood faculty. Appendixes contain survey methods
and findings, survey responses, information about
Marwood High School, and a memorandum. (BT)

ED 440 916   **SO 031 761**
Novick, Rebecca
**Family Involvement & Beyond: School-Based
   Child and Family Support Programs.**
Northwest Regional Educational Lab., Portland,
   OR. Child, Family, and Community Program.
Spons Agency—Department of Education, Wash-
   ington, DC.
Pub Date—1999-12-00
Contract—RJ96006501
Note—122p.
Available from—Northwest Regional Education-
   al Laboratory, 101 SW Main Street, Suite 500,
   Portland, OR 97204. Tel: 503-275-9581; Fax:
   503-275-9625; Web site: http://www.nwrel.org/
   cfc/.
Pub Type— Reports - Evaluative (142)
EDRS Price – MF01/PC05 Plus Postage.
Descriptors—Citizenship Education, *Culturally
Relevant Education, Educational Research, Ele-
mentary Education, *Family Involvement,
*Family School Relationship, *Reflective
Teaching, School Culture, Student Develop-
ment, *Student Needs
Identifiers—*Family Support, Montana, Oregon,
Washington
   Teachers often spend much time attending to the
needs of children who are unable to focus attention,
get along with other children, control their emo-
tions and behavior, and lack persistence and moti-
vation. During the last few years, many schools and
families have begun to move beyond the finger-
pointing stage and are developing partnerships to
promote the optimal development of all children,
creating school communities that foster positive
relationships among all members. In this report,

research on resiliency, culturally responsive teaching, school reform, and characteristics of school-based child and family support programs in elementary schools are discussed, and promising practices based on research are highlighted. Following a literature review, the report describes four Northwest schools (Helen Baller Elementary School, Camas, Washington; Cherry Valley Elementary School, Polson, Montana; Mary Harrison Elementary School, Toledo, Oregon; and Richmond Elementary School, Salem, Oregon) that have integrated effective school-based child and family support into their school programs. In these schools, emotional development is enhanced through supportive relationships with teachers, child and family mentors, family advocates, and other staff members who provide opportunities for children to learn how: to recognize and manage emotions, to understand how others think and feel; and to learn collaborative approaches to resolving conflicts. The report finds that educational practices that create the conditions that foster resiliency for all include: culturally responsive teaching; a curriculum that enhances children's inherent curiosity and builds upon personal interests; staff development that emphasizes reflective study of teaching practices; and family involvement and support. Throughout the report are references to materials suitable for handouts in workshops. (Contains 123 references) (BT)

ED 440 917   SO 031 764
Korn, Carol
Crossing the Brooklyn Bridge: The Geography of Social/Cultural Transitions.
Pub Date—1999-04-00
Note—16p.; Paper presented to the Annual Meeting of the American Educational Research Association (Montreal, Quebec, Canada, April 19-23, 1999).
Pub Type— Reports - Descriptive (141) — Speeches/Meeting Papers (150)
EDRS Price – MF01/PC01 Plus Postage.
Descriptors—*Creativity, *Cultural Context, *Fine Arts, Heritage Education, Higher Education, Oral History, Story Telling, *Student Participation, *Teacher Education
Identifiers—Cultural Integration, New York (New York)

This paper proposes that creativity (and the arts in teacher education) can serve yet another function: that of awakening students to the cultural lives they already inhabit in their diverse communities, while connecting them to other possible worlds and ways of being. The paper takes up the transitions that students make in coming to Brooklyn College, and examines the borders they cross in their journeys from home to school and from school to New York City's cultural institutions. It states that the oral history/storytelling project, developed for the undergraduate course, "Education and Literacy," is used to illustrate the role of transitions in the students' lives and in the lives of those whose stories they tell, as well as the place of cultural stories in the classroom. The paper draws on the students' experiences in this course with the Lincoln Center Institute and the Museum of Modern Art, an initiative that represents the kinds of transitions to the wider cultural and social worlds they will, in turn, introduce their own students to when they become teachers. The paper considers the developmental, social, and cultural transitions that teacher education students make as they become teachers, and how these transitions are further complicated when the students are recent arrivals to the United States. It addresses the chasm between student expectation of place and continuity of experience, and faculty desire to transform fixed classrooms into spaces for exploration and transformation. (Contains 21 references.) (BT)

ED 440 918   SO 031 768
Smith, Susan J. Fleming, Paula
Raising the Grade: A Title IX Curriculum.
Educational Development Center, Inc., Newton, MA. WEEA Equity Resource Center.
Spons Agency—Department of Education, Wash-

ington, DC.
Pub Date—1998-00-00
Contract—RP92136001
Note—189p.
Available from—Women's Educational Equality Act Education Development Center, Inc., 55 Chapel Street, Newton, MA 02158-1060. Tel: 617-969-7100; Fax: 617-332-4318; Web site: http://www.edc.org/womensequity.
Pub Type— Guides - Classroom - Teacher (052)
EDRS Price – MF01/PC08 Plus Postage.
Descriptors—*Academic Achievement, *Access to Education, Athletics, Class Activities, Elementary Secondary Education, *Equal Education, *Gender Issues, Instructional Effectiveness, Learning Activities, *Sex Fairness, Sexual Harassment, Student Improvement
Identifiers—Learning Environment, *Title IX Education Amendments 1972

Building an effective classroom for all boys and girls is the first step in increasing student achievement. This curriculum guide is a collection of practical tools for teachers and fun activities for kindergarten through twelfth-grade students, developed to help all students to succeed in the classroom. The curriculum is designed to be used throughout the school year, as part of a thematic unit, across the curriculum, or on its own. It helps teachers and students to assess their awareness of gender equity issues and learn to work together across the diversity of gender, race, ethnicity, national origin, and disability. Following an introduction, the guide is divided into the following parts: (1) "Awareness of Gender Equity"; (2) "Introduction to Title IX"; (3) "Components of Title IX"; and (4) "Action for Change." An appendix contains lists of handouts and worksheets, student readings, and transparencies, as well as a sample letter for promoting equity awareness. Also contains an extensive list of resources. (BT)

ED 440 919   SO 031 769
Frese, Millie K., Ed.
Orphan Trains in Iowa History.
Iowa State Historical Society, Iowa City.
Report No.—ISSN-0278-0208
Pub Date—2000-00-00
Note—42p.; Theme issue. Published quarterly.
Available from—State Historical Society of Iowa, 402 Iowa Avenue, Iowa City, IA, 52240-1806 ($3). Tel: 319-335-3916.
Journal Cit—Goldfinch: Iowa History for Young People; v21 n3 Spr 2000
Pub Type— Collected Works - Serials (022) — Guides - Classroom - Learner (051)
EDRS Price – MF01/PC02 Plus Postage.
Descriptors—Elementary Education, Fiction, Heritage Education, *Local History, *Modern History, Primary Sources, *Social Problems, *Social Studies, *United States History, *Youth Problems
Identifiers—*Iowa, *Orphan Trains

The "Goldfinch" is a magazine that introduces children to different aspects of Iowa history. Each issue contains articles that provide in-depth knowledge of a topic about Iowa. The focus of this issue is orphan trains in Iowa it introduces readers to some of the people heroes of modern history who rode the trains west between 1854 and 1929 in search of better lives than crowded urban streets could offer. Articles in the journal include: "All Aboard! The Orphan Trains Come to Iowa" (Katherine House); "The Amazing Journey of Arthur Field Smith"; "Chosen: The Story of Dorothy Urch" (Susanne Leibold); "Clara Comstock: Attempting the Impossible" (Katherine House); "At Home in Maquoketa: Dorothy Buck" (Susanne Leibold); "A New Hope in Iowa" (Susan Smoots); "Madonna Harms: History Keeper!"; "Iowa's Orphans" (Susanne Leibold); and "How Should We View the Orphan Train Movement?" (Katherine House). The journal also includes excerpts from letters of orphan train riders, an interview with an actress who performs her own interpretation of the story of the orphan trains, and the short story, "Carlo's Journey Home" (Norma T. Balding). (BT)

ED 440 920   SO 031 843
Brown, Gail William
Teaching Archaeology. ERIC Digest.
ERIC Clearinghouse for Social Studies/Social Science Education, Bloomington, IN.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-SO-2000-03
Pub Date—2000-05-00
Contract—ED-99-CO-0016
Note—4p.
Available from—ERIC Clearinghouse for Social Studies/Social Science Education, 2805 East Tenth Street, Suite 120, Bloomington, IN, 47408. Tel: 800-266-3815 (Toll Free).
Pub Type— ERIC Publications (071) — ERIC Digests in Full Text (073)
EDRS Price – MF01/PC01 Plus Postage.
Descriptors—Adventure Education, Ancient History, Anthropology, *Archaeology, Elementary Secondary Education, Ethnology, Paleontology, Social Studies
Identifiers—ERIC Digests

How could handchipped stones, ancient ruins, old broken dishes, and antiquated garbage help students learn about the world and themselves? Within archaeology, these seemingly irrelevant items can enlighten students about the world around them through science, culture, and history. When teaching archaeology in the classroom, educators can lead students on learning adventures while engaging them in thinking about life in the past and who they are as humans today. This ERIC Digest discusses: (1) the discipline of archaeology; (2) archaeology in the classroom; and (3) resources for teaching archaeology. The Digest defines archaeology, describes the archaeological process, and explains the wide range of topics covered when teaching archaeology. Resources are available for educators to integrate archaeology into their lessons, and several organizations, including the Society for American Archaeology (SAA), are listed, including the mailing address, and/or web site address. In-depth information about SAA is provided, including publications and a Web site address of the network of State and Provincial Archaeology Education Coordinators supported by SAA. Information is given about programs and courses that allow educators to participate in ongoing archaeological projects and synthesize what they learn in the field into their teaching. (LB)

SP

ED 440 921   SP 039 074
Wells, Annie M.
Teaching the Learning-Different Student.
Pub Date—1999-00-00
Note—6p.
Pub Type— Guides - Non-Classroom (055)
EDRS Price – MF01/PC01 Plus Postage.
Descriptors—Diversity (Student), Elementary Secondary Education, *Global Approach, *Learning Processes, *Multiple Intelligences, *Special Needs Students, *Teaching Methods
Identifiers—Analytic Teaching, Bible

This paper examines how to effectively teach students who learn differently. Teaching method and learning style theory and research are relevant in addressing this issue because many such students are able to excel in certain areas but not in others. The paper uses the example of a student who excelled only in Bible education and art, explaining that such classes are taught differently than other classes. Many teachers deliver information in ways that only some students understand easily, teaching to students who are more analytic than global learners. Students must then be analytic learners in order to effectively process information presented in this manner. Most students (particularly younger students) do not learn analytically. Society focuses on traditional teaching and evaluation methods. Standardized tests are biased against global processors. Current teaching and assessing methods are too narrow and rigid to cover most students' range of abilities, knowledge, and understanding. The concept of

multiple intelligences is relevant to this issue, though few schools work to develop all intelligences in all students. The paper presents suggestions for effectively teaching and assessing global learners. It also describes how to teach students who have visual perceptual problems and who are sensitive to light. (SM)

ED 440 922   SP 039 158
LaMaster, Kathryn J. Morley, Laurie
Using WebCT Bulletin Board Option To Extend Transitional Classroom Walls.
Pub Date—1999-00-00
Note—5p.
Pub Type— Reports - Research (143)
EDRS Price – MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—*Computer Uses in Education, *Distance Education, *Electronic Mail, Elementary Secondary Education, Higher Education, Mentors, Physical Education Teachers, Preservice Teacher Education, *Student Teacher Attitudes, Student Teachers, Teaching Methods, World Wide Web
This paper describes a study that used WebCT Bulletin Board, a program for breaking down geographical barriers to collaborating in distance education. Participants were preservice teachers, mentor physical educators, and university professors. WebCT was used to support electronic bulletin board communication. Students utilized WebCT's internal homepage development feature. Creation of homepages provided participants with a vehicle for learning and established a sense of community. Students and mentors were encouraged to access homepages and learn more about their online peers. Students selected another student with whom to exchange e-mail messages. Every 3 weeks, a university professor posted a case study and guided questions. Participants were encouraged to respond to the cases and questions by posting replies. Data sources for the project included responses to case studies, interactions between students and mentors, and survey results upon completing the project. Overall, students found electronic interaction a meaningful, enjoyable experience, though some expressed frustration with utilizing WebCT. Students considered WebCT easy to use and believed this type of teaching should continue in the future. Students enjoyed the general forum, with all messages posted to one main site, while mentors preferred small group forums. Mentors were extremely positive about using WebCT to communicate with students. (SM)

ED 440 923   SP 039 159
van Broekhuizen, L. David Dougherty, Barbara
Teacher Diversity: Implications for Professional Development. Research Series.
Pacific Resources for Education and Learning, Honolulu, HI.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—1999-11-00
Contract—RJ96006601
Note—28p.
Available from—Pacific Resources for Education and Learning, 1099 Alakea Street, 25th Floor, Honolulu, HI 96813. Tel: 808-441-1300; E-mail: askprel@prel.org; Web site: http://www.prel.org.
Pub Type— Information Analyses (070)
EDRS Price – MF01/PC02 Plus Postage.
Descriptors—*Cultural Influences, *Cultural Pluralism, *Cultural Relevance, *Diversity (Faculty), Elementary Secondary Education, *Faculty Development, Program Development, Teacher Improvement, Teachers
This research synthesis provides insight into issues related to teacher diversity and faculty development. It begins with a review of the literature on models of professional development and the characteristics of effective professional development identified by research, with the knowledge that little, if any, research has addressed professional development with diverse teachers. The next section discusses factors to consider when planning professional development (school or institution structures, design of professional development

experiences, time factors, and teacher change factors). The third section focuses on diversity and culture, including the characteristics of deep culture, and discusses the American dream as it applies to a diverse and inclusive United States. Finally, the publication puts forth implications for professional development in light of the expanding diversity of U.S. educators. It examines the role of culture in current professional development models and the cultural and contextual variables that are key to providing effective professional development in diverse settings for diverse teachers. Nine steps for developing effective faculty development for diverse teachers are described. (Contains 37 references.) (SM)

ED 440 924   SP 039 160
Brown, Zoe Ann Uehara, Denise L.
Coping with Teacher Stress: A Research Synthesis for Pacific Educators. Research Series.
Pacific Resources for Education and Learning, Honolulu, HI.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—1999-11-00
Contract—RJ96006601
Note—29p.
Available from—Pacific Resources for Education and Learning, 1099 Alakea Street, 25th Floor, Honolulu, HI 96813. Tel: 808-441-1300; e-mail: askprel@prel.org; Web site: http://www.prel.org.
Pub Type— Information Analyses (070)
EDRS Price – MF01/PC02 Plus Postage.
Descriptors—*Coping, Cultural Differences, *Cultural Influences, *Diversity (Faculty), Elementary Secondary Education, Employee Absenteeism, Labor Turnover, *Stress Management, *Stress Variables, Teacher Background, *Teacher Burnout, Teacher Persistence, Teachers, Teaching Conditions
Identifiers—*Pacific Region
This research synthesis reviews the negative effects of teacher stress, focusing on teachers in the U.S.-affiliated Pacific. It describes teaching techniques for reducing these detrimental effects and discusses the relevance of such techniques within the cultures of the Pacific region. Section 1 describes what stress is. Section 2 examines the negative effects of teacher stress, including attrition and absenteeism. Section 3 presents effective strategies for dealing with workplace stress, including stress awareness; physiological coping strategies training (e.g., biofeedback, muscle relaxation, meditation, breathing techniques, and aerobic activity); environmental adjustment; and mind control. Section 4 looks at the effects of stress management programs. Section 5 examines the role of culture in stress. Section 6 looks at stress and the culturally diverse teaching staff, focusing on the Pacific perspectives. Section 7 discusses the implications for Pacific educators. Section 8 concludes with some recommendations for improvement (e.g., involve traditional support systems, adapt effective strategies and activities, and create cultural induction programs for new teachers). (Contains 65 references.) (SM)

ED 440 925   SP 039 161
Uehara, Denise L.
Where Are the Teachers? A Policy Report on Teacher Attendance in the Pacific Region.
Pacific Resources for Education and Learning, Honolulu, HI.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—1999-11-00
Contract—RJ96006601
Note—28p.
Available from—Pacific Resources for Education and Learning, 1099 Alakea Street, 25th Floor, Honolulu, HI 96813. Tel: 808-441-1300; e-mail: askprel@prel.org; Web site: http://www.prel.org.
Pub Type— Guides - Non-Classroom (055) — Information Analyses (070)
EDRS Price – MF01/PC02 Plus Postage.
Descriptors—*Academic Achievement, *Cultural Differences, Cultural Influences, *Educational

Policy, Elementary Secondary Education, *Employee Absenteeism, Incentives, Leaves of Absence, *Personnel Policy, Student Behavior, *Teacher Attendance, Teacher Behavior, Teacher Influence, Teachers
Identifiers—*Pacific Region
This report makes policy implementers and educators aware of the importance of work attendance and its relation to student outcomes. It also encourages policymakers to better implement and supplement existing policies through different strategy options. The focus is on the Pacific region. Rather than recommending a punitive approach, the report offers research-based recommendations that focus on incentive-based systems in which intrinsic and extrinsic rewards are the keys to encouraging teacher attendance. Section 1 discusses what research says about teacher attendance, student attendance, and student achievement. Section 2 focuses on teacher absenteeism in the Pacific region, explaining that the absenteeism rate there is significantly higher than the U.S. national average. Section 3 looks at personnel leave policies in the Pacific region. Section 4 discusses policy implementation in culturally diverse settings. Section 5 examines promising practices in implementing teacher attendance policies (e.g., use incentives to improve teacher attendance, solicit teacher participation in policy planning, and allow unlimited accumulation of sick days). Section 6 highlights 13 recommendations for addressing teacher absenteeism. Three appendixes present data on teacher absences in the Pacific region and a sample operational plan for improving teacher attendance. (Contains 27 references.) (SM)

ED 440 926   SP 039 162
Harris, Larry B. Salzman, Stephanie Frantz, Alan Newsome, Jack Martin, Martha
Using Accountability Measures in the Preparation of Preservice Teachers To Make a Difference in the Learning of All Students.
Pub Date—2000-02-27
Note—15p.; Paper presented at the Annual Meeting of the American Association of Colleges for Teacher Education (52nd, Chicago, IL, February 26-29, 2000). Supported by a grant from the J.A. & Kathryn Albertson Foundation.
Pub Type— Reports - Descriptive (141) — Speeches/Meeting Papers (150)
EDRS Price – MF01/PC01 Plus Postage.
Descriptors—*Accountability, College Admission, College School Cooperation, Educational Change, Educational Improvement, Elementary Secondary Education, Higher Education, *National Standards, Preservice Teacher Education, Program Evaluation, *State Standards, *Student Teacher Evaluation, Student Teachers, *Teacher Competencies, Teaching Skills
Identifiers—Idaho State University
This paper describes the transformation of Idaho State University's teacher education program in response to various initiatives regarding educational change. The transformation process involved framing a standards-based preparation program. Developers created a Core Standards for Beginning Teachers that established exit outcomes for prospective teachers. The transformation process incorporated a multifaceted assessment system linking teacher candidate performance to P-12 student learning. It was based on the concept of assessment as learning. The assessment approach incorporates traditional testing plus performance tasks and self-assessments completed in simulated and authentic contexts, emphasizing externality. An important part of the assessment is program assessment involving both practice and scholarship to support ongoing improvement and demonstrate accountability. This paper describes the teacher education program admission interview and discusses adaptation of the Teacher Work Sample Methodology for assessing teacher candidates' effectiveness in fostering student learning and for evaluating the teacher education program. It explains how the assessment links to program coursework, and describes the development of close ties with regional public schools and teachers. Finally, it highlights the creation of the teachers-in-residence program to assist in the transformation of

teacher education. Challenging aspects of the transformation process are discussed. (Contains 13 references.) (SM)

ED 440 927   SP 039 163
Osada, Noriaki
P.E. & Sports Studies toward Peace in the World. The Establishment of World Academy of Physical Education and Sports Studies for All Nations of the World (NGO, Non Governmental Organization).
Pub Date—2000-03-25
Note—19p.; Paper presented at the Annual Meeting of the American Alliance for Health, Physical Education, Recreation, and Dance (Orlando, FL, March 21-25, 2000).
Pub Type— Opinion Papers (120) — Speeches/Meeting Papers (150)
EDRS Price – MF01/PC01 Plus Postage.
Descriptors—*Athletics, Elementary Secondary Education, Foreign Countries, *Global Approach, Higher Education, International Programs, *Peace, *Physical Education
   This paper discusses how to foster peace in the world via the establishment of global physical education and sports studies. It begins by defining the word human as a way to grasp the entirety of the people living throughout the world. It goes on to discuss a hypothesis for creating ball game studies, explaining that when a human plays a ball game, the human becomes a ball human, and describing the living phenomenon of each type of ball game. It suggests that the existence of the ball human can be understood as three aspects: the movement-cultural existence of the ball human, the educational existence of the ball human, and the social existence of the ball human. The paper discusses the movement cultural ontology of the ball human, the methodology of the ball human, and the construction of a national theory in each nation of the world. A message to the President of the United States and the Prime Minister of Japan regarding the national theory of physical education and sports studies and world responsibility is included. (SM)

ED 440 928   SP 039 164
Lauer, Patricia A.
Guidelines for Applying the Learner-Centered Psychological Principles to Preservice Teacher Education.
Mid-Continent Research for Education and Learning, Aurora, CO.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—1999-12-00
Contract—RJ96006101
Note—42p.
Available from—Mid-Continent Research for Education and Learning, 2550 South Parker Road, Suite 500, Aurora, CO 80014. Tel: 303-337-0990.
Pub Type— Guides - Non-Classroom (055) — Information Analyses (070)
EDRS Price – MF01/PC02 Plus Postage.
Descriptors—Academic Standards, Case Studies, College School Cooperation, Constructivism (Learning), Elementary Secondary Education, Field Experience Programs, Higher Education, Inquiry, Interpersonal Relationship, Modeling (Psychology), Multicultural Education, Partnerships in Education, *Preservice Teacher Education, Program Development, *Psychological Patterns, Reflective Teaching, *Student Centered Curriculum, Teacher Attitudes, Teacher Collaboration, Teaching Methods, Theory Practice Relationship
Identifiers—*Learner Centered Instruction
   This paper reviews the research on preservice learning and recommends guidelines for incorporating learner-centered psychological principles (LCPs) into preservice teacher education. The central theme is that because the preservice teacher's primary role is to learn about teaching, factors which support learning should be incorporated into teacher preparation programs. The research describes studies and commentaries on the content of teacher preparation, the processes of preservice learning, the spheres of preservice learning, and program considerations. Five essential learning

dimensions which underlie the LCPs are referenced throughout the review: the learner's knowledge base, strategic processing, student motivation, individual differences, and the learning context. Seven guidelines are proposed: (1) discuss preservice teachers' beliefs about learning and teaching and use constructivist teaching approaches requiring student reflection; (2) utilize case studies for problem-based learning and require participation in action research; (3) model learner-centered teaching practices and create positive climates for learning; (4) include multicultural field experiences; (5) create opportunities for collaboration; (6) clarify and support faculty involvement and develop school-university partnerships; and (7) include in the mission the commitment to teach the content of the LCPs and the research which supports them. (Contains approximately 90 references.) (SM)

ED 440 929   SP 039 165
Frerichs, Richard, Ed.
The Many Roles of the Cooperating Teachers: An Orientation Program for New Cooperating Teachers. Revised.
Millersville Univ., PA.
Pub Date—1997-00-00
Note—25p.
Available from—Office of Student Teaching, Millersville University, Millersville, PA 17551-0302. Tel: 717-872-3485.
Pub Type— Guides - Non-Classroom (055)
EDRS Price – MF01/PC01 Plus Postage.
Descriptors—Beginning Teacher Induction, Conferences, *Cooperating Teachers, Elementary Secondary Education, Higher Education, Preservice Teacher Education, Role Models, Student Teachers, Teacher Competencies, *Teacher Role, Teacher Student Relationship
Identifiers—Millersville University PA
   This publication offers orientation materials for new cooperating teachers at Millersville University, Pennsylvania. The materials consist of nine stations with questions that can be used in a workshop format to generate discussion or which can be answered in writing by a teacher who is working through these materials in a home-study program. Side A of each sheet describes the station activity. Side B provides response topics for the teacher completing this orientation program at home as a correspondence course. The stations focus on: (1) assisting versus assessing student teachers; (2) characteristics needed to be a role model; (3) creating essential credentials; (4) articulating second-nature, unconscious teaching behaviors to another person; (5) effective conferences with student teachers; (6) ineffective conferences; (7) getting the student teacher inducted, informed, involved, and inspired; (8) letting go when the student teacher is ready to take over; and (9) classifying an instructional conference between a cooperating teacher and a student teacher in terms of instructional conference goals and lesson plan components. (SM)

ED 440 930   SP 039 166
Frerichs, Richard, Ed.
A Guide for Student Teaching. Revised.
Millersville Univ., PA.
Pub Date—1997-00-00
Note—36p.
Available from—Office of Student Teaching, Millersville University, Millersville, PA 17551-0302. Tel: 717-872-3485.
Pub Type— Guides - Non-Classroom (055)
EDRS Price – MF01/PC02 Plus Postage.
Descriptors—Administrator Responsibility, Classroom Observation Techniques, Classroom Techniques, Cooperating Teachers, Elementary Secondary Education, Higher Education, Lesson Plans, Planning, Preservice Teacher Education, Principals, Student Responsibility, Student Teacher Evaluation, Student Teacher Supervisors, Student Teachers, *Student Teaching, Teacher Responsibility
Identifiers—Millersville University PA
   This handbook offers information on guiding student teachers at Millersville University, Pennsylvania. It begins with a quick reference sheet that includes actions to take in specific situations and important telephone numbers. Next, it features a

model for teacher education that is a visual representation of Millersville University's teacher preparation program. The next section details responsibilities of the student teacher, cooperating teacher, building principal, and university supervisor. This is followed by a description of student teaching policies and procedures, minimum requirements for the student teacher during the field experience, effective classroom and laboratory management, planning for instruction, and continuous evaluation of student teaching. A Millersville University student teacher evaluation form and mid-placement progress report are included. Seven appendixes include: a checklist for classroom and laboratory management, a lesson plan format, observing routine duties, observing classroom or laboratory practices, observing the learning process, observation format, and a student teaching absence form. The Millersville University School of Education Mission Statement is included. (SM)

ED 440 931   SP 039 167
Frerichs, Richard, Ed.
A Guide for Early Field Experiences. A Pre-Student Teaching Handbook for ALL Education Majors, Including Undergraduate Students and Post-Baccalaureate Certification Students. Revised.
Millersville Univ., PA.
Pub Date—2000-00-00
Note—21p.
Available from—Office of Early Field Experiences, Millersville University, Millersville, PA 17551-0302. Tel: 717-872-3486.
Pub Type— Guides - Non-Classroom (055)
EDRS Price – MF01/PC01 Plus Postage.
Descriptors—Administrator Responsibility, Cooperating Teachers, Educational Policy, Elementary Secondary Education, *Field Experience Programs, Higher Education, Preservice Teacher Education, Principals, Student Teacher Evaluation, Student Teacher Supervisors, *Student Teachers, *Student Teaching, Teacher Certification, Teacher Responsibility
Identifiers—*Early Field Experience, Millersville University PA
   This guidebook gives student teachers an overview of the early field experiences at Millersville University, Pennsylvania. After a preface and a visual model of teacher education at Millersville University, the guidebook focuses on: policies and procedures for early field experiences; key points for future teachers regarding early field experiences; information about the role of the cooperating teacher in early field experiences; responsibilities of the cooperating teacher; writing final evaluations of the student teacher during early field experiences; responsibilities of the principal during early field experiences; responsibilities of the university supervisor during early field experiences; questions frequently asked by early field experience cooperating teachers; student teaching policies; alternate student teaching; certification testing; and advanced professional studies. (SM)

ED 440 932   SP 039 168
Lowden, Kevin; Powney, Janet
Drug Education in Scottish Schools, 1996-1999. SCRE Research Report Series.
Scottish Council for Research in Education, Edinburgh.
Spons Agency—Scottish Office Education and Industry Dept., Edinburgh.
Report No. —SCRE-RR-95; ISBN-1-86003-053-X
Pub Date—2000-03-00
Note—91p.
Available from—Scottish Council for Research in Education, 15 St. John Street, Edinburgh EH8 8JR, United Kingdom. Tel: 0131-557-2944; Fax: 0131-556-9454; e-mail: scre@scre.ac.uk; Web site: http://www.scre.ac.uk.
Pub Type— Numerical/Quantitative Data (110) — Reports - Research (143)
EDRS Price – MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—*Comprehensive School Health Education, Drug Abuse, *Drug Education, Elementary Secondary Education, Foreign

Countries, *Illegal Drug Use, Student Attitudes, Student Behavior

Identifiers—Risk Taking Behavior, *Scotland

This report describes research carried out between 1996-99 which examined the extent and nature of drug education in Scottish schools. It explored young people's knowledge, attitudes, and behaviors about drugs and drug education and highlighted factors influencing the effectiveness of drug education. Research methodologies included a census of elementary and secondary schools, a student survey, interviews and focus groups with teachers and students in six schools, and an ongoing review of related literature. Results indicate that most schools had some form of drug education. There was a notable shift in provision of drug education for 6th and 7th graders. The main aims of school drug education were to provide information and promote decision making skills. Most students valued drug education. Students who used drugs believed drug education was beneficial to them. Most students were against illegal drug use and did not use illegal drugs. Interactive teaching methods showed promise for influencing students' health behaviors. Five appendixes include data on: samples, methods, and analyses; drug education context and approaches (a literature review); experiences and views of students using drugs; students' experimentation with and misuse of illegal drugs; and school drug education: main resources used. (SM)

ED 440 933   SP 039 169

Marrin, Mary Grant, Linda R. Adamson, Gary Craig, Allan Squire, Frances A.

Ontario College of Teachers: Standards of Practice for the Teaching Profession.

Ontario College of Teachers, Toronto.

Pub Date—1999-01-00

Note—36p.; Paper presented at the Annual Meeting of the International Conference on New Professionalism in Teaching (Hong Kong, January 15-17, 1999).

Pub Type— Legal/Legislative/Regulatory Materials (090) — Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price – MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Academic Standards, Accreditation (Institutions), Classroom Environment, Curriculum Development, Educational Change, Educational Innovation, Elementary Secondary Education, Ethics, Faculty Development, Foreign Countries, Higher Education, Knowledge Base for Teaching, Preservice Teacher Education, Reflective Teaching, *State Standards, Student Evaluation, *Teacher Competencies, Teacher Improvement, Teacher Responsibility, Teaching Skills

Identifiers—Learning Communities, Ontario, Professionalism, Teacher Knowledge

The Ontario College of Teachers licenses, governs, and regulates teaching practice. Its mandate includes providing leadership in developing standards of practice. This paper examines the mandate of the Standards of Practice and Education Committee and work of the staff in the Standards of Practice and Education Unit. After describing development of the Standards, the paper details key elements in commitment to students and lifelong learning: demonstration of care and commitment, support for student learning, equitable and respectful treatment, growing as individuals and contributing members of society, and assistance in becoming lifelong learners. Key elements of professional knowledge are noted: knowledge of the student, the curriculum, teaching practice, and the learning environment. Key elements of teaching practice include: the student, curriculum, teaching and the changing context of learning environments, student assessment and evaluation, and reflection. Key elements of leadership and community are: responsibility and service, creating learning communities, and sustaining learning through innovation and change. Key elements of ongoing professional learning are: teacher and student learning, professional growth, and improving practice. The paper discusses ethical standards, implementation (professional learning framework), ongoing professional learning, accreditation of preservice programs, standards of prac-

tice in investigations and hearings, and current validation strategies. (Contains 53 references.) (SM)

ED 440 934   SP 039 170

Pre-Service Teacher Education Initial Accreditation Handbook, 1999/2000. Third Edition.

Ontario College of Teachers, Toronto.

Pub Date—1999-09-00

Note—159p.

Available from—Ontario College of Teachers, 121 Bloor Street East, 6th Floor, Toronto, Ontario M4W 3M5, Canada. Tel: 416-961-8800; Tel: 888-534-2222 (Toll-Free); Fax: 416-961-8822.

Pub Type— Guides - Non-Classroom (055)

EDRS Price – MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Academic Standards, *Accreditation (Institutions), Educational Legislation, Elementary Secondary Education, Faculty Development, Foreign Countries, Higher Education, Institutional Evaluation, Preservice Teacher Education, Quality Control, Self Evaluation (Groups), State Standards, *Teacher Competencies, Teaching Skills

Identifiers—Learning Communities, *Ontario, Teacher Knowledge

This handbook forms the guideline for Ontario facilities of education as they prepare for accreditation reviews in the spring of 2000. The handbook also helps members of the accreditation panels with their work at individual pilot sites. The 8 parts are: (1) "Introduction"; (2) "Standards of Practice for the Teaching Profession and the Ethical Standards for the Teaching Profession"; (3) "Internal Appraisal"; (4) "Teacher Education Advisory Committee for Pre-Service Teacher Education Programs"; (5) "Documents"; (6) "The Accreditation Panel"; (7) "On-Site Panel Visit"; (8) "The Accreditation Recommendation and Follow-Up Procedures for a Pre-Service Teacher Education Program Award"; (9) "Appeal Procedures"; and (10) "Disclosure of Accreditation Results." Seven appendixes include excerpts from the education legislation; exhibits room guideline; Accreditation Panel's schedule (a sample outline); the Accreditation Report outline; statistical forms to accompany documents; glossary of terms; and resource documents. (SM)

ED 440 935   SP 039 171

Consultation: Professional Learning Framework for the Teaching Profession.

Ontario College of Teachers, Toronto.

Pub Date—1999-04-00

Note—29p.

Available from—Ontario College of Teachers, 121 Bloor Street East, 6th Floor, Toronto, Ontario M4W 3M5, Canada. Tel: 416-961-8800; Tel: 888-534-2222 (Toll Free); Fax: 416-961-8822.

Pub Type— Reports - Descriptive (141)

EDRS Price – MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Academic Standards, Educational Improvement, Educational Legislation, *Educational Quality, Elementary Secondary Education, *Faculty Development, Foreign Countries, Higher Education, Inservice Teacher Education, Preservice Teacher Education, *Self Evaluation (Groups), *State Standards, Teacher Improvement

Identifiers—*Ontario

This publication describes the professional learning framework for teaching that was developed by the Ontario College of Teachers, a self-regulatory body for the teaching profession in Ontario. The Ontario College of Teachers has a mandate, in legislation, to identify and accredit professional learning programs that support standards of practice for the teaching profession. These programs, when considered together, constitute the core of the professional learning framework. The framework begins with the accredited professional learning offered through preservice teacher education programs in Ontario. Options for ongoing accredited professional learning continue throughout the careers of all members of the College. This report describes

the framework, then presents a chart of the promotion of ongoing professional learning in the teaching profession. Next it looks at: the principles and purposes of the framework; learning priorities and choices; professional learning required in legislation; other opportunities for professional growth and development; and the impact of the framework on teacher and student learning. The report offers a reply sheet that focuses on responses to and suggestions for the framework and on professional learning in general. An appendix presents details on standards of practice for the teaching profession. (SM)

ED 440 936   SP 039 172

McWhorter, J. YeVette Bullion-Mears, Ann

Examining Educators' Professional Development: A Global Perspective on Issues and Practices.

Pub Date—1998-07-22

Note—24p.; Paper presented at the World Congress on Reading (17th, Ochos Rios, Jamaica, July 21-24, 1998).

Pub Type— Information Analyses (070) — Speeches/Meeting Papers (150)

EDRS Price – MF01/PC01 Plus Postage.

Descriptors—Adult Learning, Collegiality, Elementary Secondary Education, *Faculty Development, Foreign Countries, Higher Education, Inservice Teacher Education, Politics of Education, Preservice Teacher Education, Reflective Teaching, *Teacher Improvement, Teachers, Time Factors (Learning)

Identifiers—South Africa

This global literature review examines 47 refereed journal articles dealing with the initial and ongoing professional development of teachers during 1987-1997. Professional development is defined as a self-actualized, self-motivated, proactive approach to teacher education that centers on the growth of teachers in affective, collaborative, and cognitive dimensions. The literature search includes a large number of descriptors related to preservice and inservice education cross-referenced with global perspectives in education. The review identifies five factors that affect engagement in professional development opportunities: political issues, time issues, adult learner issues, collegial and reflective issues, and initial preparation issues. Five programs, four in the United States and one in South Africa, are examined in greater depth. Though buoyed by the variety of professional development programs available globally, the researchers are dismayed that the emphasis in the reviewed articles rests on factors that impede professional development. (Contains 59 references.) (Author/SM)

ED 440 937   SP 039 173

Marrin, Mary Grant, Linda R. Adamson, Gary Craig, Allan Squire, Frances A.

The Privilege of Professionalism. Ontario College of Teachers.

Ontario College of Teachers, Toronto.

Pub Date—1999-01-00

Note—29p.; Paper presented at the Annual Meeting of the International Conference on New Professionalism in Teaching (Hong Kong, January 15-17, 1999).

Available from—Ontario College of Teachers, 121 Bloor Street East, 6th Floor, Toronto, Ontario M4W 3M5, Canada. Tel: 416-961-8800; Tel: 888-534-2222 (Toll Free); Fax: 416-961-8822.

Pub Type— Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price – MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Academic Standards, Educational Quality, Elementary Secondary Education, Faculty Development, Foreign Countries, Higher Education, Politics of Education, Preservice Teacher Education, *State Standards, *Teacher Certification, Teacher Improvement

Identifiers—*Ontario, *Professionalism

This paper provides an introduction to the mandate of the Standards of Practice and Education Unit of the Ontario College of Teachers and describes how the College is proceeding to address

several challenging tasks. The tasks include the licensing of teachers trained in Ontario or other jurisdictions, disciplinary procedures, and in the Professional Affairs Department, the development of standards of practice for the profession, ethical standards, a framework for ongoing professional learning, and the registration of program providers and accreditation of programs of teacher preservice and inservice training. The Ontario College of Teachers was established in 1996 to license, govern, and regulate the practice of teaching. This report explores whether the creation of the College has enhanced the professionalism of teachers. It looks at the political context within which it was developed, the works of the College's various departments, and new professionalism in teaching. It concludes with a discussion of the privilege of professionalism. (Contains 14 references.) (SM)

ED 440 938   SP 039 174

Squire, Frances A.

Action Research and Standards of Practice: Creating Connections within the Ontario Context. Ontario College of Teachers.

Ontario College of Teachers, Toronto.

Pub Date—1998-08-16

Note—24p.; Paper presented at the Annual Meeting of the Self-Study of Teacher Education Practices (2nd, East Sussex, England, August 16-20, 1998).

Available from—Ontario College of Teachers, 121 Bloor Street East, 6th Floor, Toronto, Ontario M4W 3M5, Canada. Tel: 416-961-8800; Tel: 888-534-2222 (Toll Free); Fax: 416-961-8822.

Pub Type— Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price – MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Academic Standards, *Action Research, Educational Quality, Elementary Secondary Education, *Faculty Development, Foreign Countries, Higher Education, Inservice Teacher Education, Preservice Teacher Education, Reflective Teaching, Self Evaluation (Individuals), *State Standards, *Teacher Improvement, Teacher Researchers

Identifiers—*Ontario

This paper positions action research within the wider field of teacher education, raising problematic issues inherent in the process of institutionalizing this form of teacher research. The paper also offers a self-study of the researcher's own practice. It considers teacher education in its broad sense as a continuum of ongoing professional learning, from preservice education through the end of the teacher's career. Within this framework, the paper explores the impact of action research as a significant professional learning strategy and questions how this form of teacher learning might be shaped by its inclusion in standards of practice for the teaching profession. The paper begins with a narrative account of the researcher's reflections on her role at the Ontario College of Teachers, then goes on to describe the process and findings of her conversations with the field and to highlight emerging issues within the continuum of teacher education. It establishes connections among the standards of practice, ongoing professional learning, and action research, highlighting questions raised by institutionalizing action research. (Contains 17 references.) (SM)

ED 440 939   SP 039 175

Squire, Frances

Action Research & Standards of Practice for the Teaching Profession: Making Connections. Ontario College of Teachers.

Ontario College of Teachers, Toronto.

Pub Date—1999-00-00

Note—21p.

Available from—Ontario College of Teachers, 121 Bloor Street East, 6th Floor, Toronto, Ontario M4W 3M5, Canada. Tel: 416-961-8800; Tel: 888-534-2222 (Toll Free); Fax: 416-961-

8822.

Pub Type— Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price – MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Academic Standards, *Action Research, Elementary Secondary Education, *Faculty Development, Focus Groups, Foreign Countries, Inquiry, *State Standards, Teacher Improvement

Identifiers—Learning Communities, *Ontario, Professionalism, Teacher Knowledge

This article highlights the work of Ontario teachers who use research and inquiry in the classrooms as part of self-directed professional learning. It positions action research within the work of the Professional Affairs Department at the Ontario College of Teachers. It begins with a narrative account of the researcher's work as a program officer at the Ontario College of Teachers, then goes on to describe findings from research on action research and standards of practice. The paper discusses the development of standards of practice for the teaching profession. It includes an example of the Standard for Ongoing Professional Learning to demonstrate the descriptive nature of the standards. Data from focus groups with teachers involved in action research and from writing teams of teachers highlighted how action research supported specific aspects of teacher development. Respondents perceived action research as a powerful tool for working with specific themes in their practice and for personalizing standards of practice for the profession. The paper concludes by discussing the importance of recognizing action research as professional learning. (Contains 17 references.) (SM)

ED 440 940   SP 039 176

Squire, Frances A. Barkins, Lori

Action Research: Establishing Recognition as Professional Learning. Ontario College of Teachers.

Ontario College of Teachers, Toronto.

Pub Date—1999-06-09

Note—28p.; Paper presented at the Annual Meeting of the Canadian Society for Studies in Education (Sherbrooke, Quebec, Canada, June 9, 1999).

Available from—Ontario College of Teachers, 121 Bloor Street East, 6th Floor, Toronto, Ontario M4W 3M5, Canada. Tel: 416-961-8800; Tel: 888-534-2222 (Toll Free); Fax: 416-961-8822.

Pub Type— Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price – MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Academic Standards, *Action Research, Elementary Secondary Education, *Faculty Development, Focus Groups, Foreign Countries, Inquiry, *State Standards, Teacher Certification, Teacher Improvement

Identifiers—Learning Communities, Ontario, Professionalism, Teacher Knowledge

This paper discusses the value of action research in professional learning, presenting political and practical questions from the work of a primary school teacher who conducted action research on literacy with at-risk students and an intermediate school teacher, now a program officer at the Ontario College of Teachers who is helping create standards of practice and a professional learning framework for teaching in Ontario. The paper describes the development of the Standards of Practice for the Teaching Profession by the College. It highlights the fifth standard, ongoing professional learning, to illustrate the descriptive quality of the standards. It discusses the importance of using action research and describes the methodology for standards/action research, noting findings from focus groups and writing teams that examined action research. Respondents considered action research a powerful tool for addressing specific themes in their practice and for personalizing standards of practice for the profession. The paper examines the development of the professional learning framework based on the Standards of Practice for the Teaching Profession, and it discusses learning priorities and challenges for today's teachers. It describes the recognition of

action research as professional learning and the establishment of criteria for action research in accreditation. (Contains 12 references.) (SM)

ED 440 941   SP 039 177

Squire, Frances A.

Interpreting Standards of Practice through Teacher Stories: A Case Study. Ontario College of Teachers.

Ontario College of Teachers, Toronto.

Pub Date—2000-04-00

Note—31p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).

Available from—Ontario College of Teachers, 121 Bloor Street East, 6th Floor, Toronto, Ontario M4W 3M5, Canada. Tel: 416-961-8800; Tel: 888-534-2222 (Toll Free); Fax: 416-961-8822.

Pub Type— Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price – MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Academic Standards, Case Studies, Educational Quality, Elementary Secondary Education, Ethics, *Faculty Development, Foreign Countries, *Personal Narratives, Self Evaluation (Groups), *State Standards, Teacher Attitudes, Teacher Improvement

Identifiers—Ontario

This paper describes a validation case study of a new document, "Standards of Practice for the Teaching Profession," developed by the Ontario College of Teachers. As part of its mandate as a self-regulatory body, the College is to establish and enforce professional and ethical standards applicable to members of the College. Validation case study activities were designed to augment feedback received from individual members of the College and the public in order to make final revisions to the document. Researchers examined how selected educators perceived the intentions and content of the Standards, investigating their expectations for and impressions of the document. They also explored how teachers could see themselves in the new document. This case highlights one group of teachers making sense of one particular document, describing how 24 classroom teachers were able to identify exemplars of the Standards in the context of their own practice. Teachers shared stories of practice in a workshop format and in writing. Data from presentation feedback, interviews, focus groups, and personal writing standards indicated that given the time to explore the standards document collaboratively, teachers saw strong connections within the standards document to their work. (Contains 15 references.) (SM)

ED 440 942   SP 039 178

Grant, Linda R. Adamson, Gary Craig, Allan Marrin, Mary Squire, Frances A.

Honouring and Sustaining the Teaching Profession in Ontario. Ontario College of Teachers.

Ontario College of Teachers, Toronto.

Pub Date—1999-04-20

Note—19p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Quebec, Canada, April 19-23, 1999).

Available from—Ontario College of Teachers, 121 Bloor Street East, 6th Floor, Toronto, Ontario M4W 3M5, Canada. Tel: 416-961-8800; Tel: 888-534-2222 (Toll Free); Fax: 416-961-8822.

Pub Type— Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price – MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Academic Standards, Elementary Secondary Education, Ethics, *Faculty Development, Foreign Countries, Politics of Education, Self Evaluation (Groups), *State Standards, Teacher Competencies, *Teacher Improvement, Teachers

Identifiers—*Ontario, *Professionalism

This paper describes theoretical, political, and practical contexts for developing standards of prac-

tice for teaching, creating a framework for career-long professional learning and establishing a set of ethical standards for the profession. It positions the work of the Ontario College of Teachers within the broader context of Ontario education and the political milieu. The College was recently founded to license, govern, and regulate the practice of teaching. The paper begins by providing background information on the College, then it focuses on the mandate of the Standards of Practice and Education Committee and staff in the Standards of Practice and Education Unit of the College. After discussing the political context, the paper describes the task of developing standards of practice for the profession, explains self-regulation and standards of practice, and looks at the College's work in the Ontario context. It describes the beginning of a conversation with the education community and the public about standards and looks at focus groups designed to address the issue of standards and professionalism. Finally, the paper discusses the rest of the development process (other data sources, the process of writing the document, feedback sessions, and the future). (Contains 10 references.) (SM)

ED 440 943   SP 039 179

A Consultation Paper: Formulating a Response to the Letter of November 10, 1999 from the Minister of Education re a Teacher Testing Program.

Ontario College of Teachers, Toronto.

Pub Date—1999-12-00

Note—129p.

Available from—Ontario College of Teachers, 121 Bloor Street East, 6th Floor, Toronto, Ontario M4W 3M5, Canada. Tel: 416-961-8800; Tel: 888-534-2222 (Toll Free); Fax: 416-961-8822; Web site: http://www.oct.on.ca.

Pub Type— Opinion Papers (120) — Reports - Descriptive (141)

EDRS Price – MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Academic Standards, Educational Quality, Elementary Secondary Education, Foreign Countries, Knowledge Base for Teaching, Self Evaluation (Groups), State Standards, *Teacher Certification, *Teacher Competencies, *Teacher Competency Testing, *Teacher Evaluation, Teachers, Teaching Skills

Identifiers—Canada, Teacher Knowledge

This publication presents a response from the Ontario College of Teachers to the Canadian Minister of Education regarding the newly mandated teacher certification testing. It sets the stage for the provision of complete, accurate, and reliable advice, containing a summary of the extensive research conducted by the College and providing a wide range of options which emerge from the research. It acknowledges the value of consultation and invites input from members of the College, from education stakeholders, and from the public. It lays the foundation for the development of recommendations for consideration by the College Council as it formulates the advice that will be forwarded to the Minister. The paper consists of four main sections: (1) "Maintaining Competency: Survey of Programs and Practices of Ontario Self-Regulatory Bodies"; (2) "Ensuring Competency: Survey of International Programs and Practices in the Teaching Profession"; (3) "Demonstrating Competency in the Teaching Profession: The Ontario Context"; and (4) "Consultation: Addressing the Range of Options Emerging from the Research." A consultation response form is included. (Contains 79 references.) (SM)

ED 440 944   SP 039 180

Sweeney, John Whitworth, Jerry

Addressing Teacher Supply and Demand by Increasing the Success of First-Year Teachers.

Pub Date—2000-02-28

Note—34p.; Paper presented at the Annual Meeting of the American Association of Colleges for Teacher Education (Chicago, IL, February 26-29, 2000).

Pub Type— Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price – MF01/PC02 Plus Postage.

Descriptors—*Beginning Teachers, Elementary Secondary Education, Higher Education, Interpersonal Competence, Preservice Teacher Education, *Teacher Characteristics, *Teacher Student Relationship, *Teacher Supply and Demand, Teamwork

Identifiers—Tennessee, Texas

This study was designed to clarify beginning teacher characteristics and training that are important for success in various types of school districts. Researchers administered a questionnaire to Texas and Tennessee school personnel. Respondents ranked items in terms of importance, focusing on four categories: personal characteristics, student interaction, group characteristics, and preparation (training areas). Enthusiasm was ranked the most desired personal characteristic for beginning teachers by both groups. Texas respondents deemed empathy the most important student interaction characteristic for teachers, while Tennessee respondents considered child-centeredness and motivation of students the most important interaction characteristics. Texas respondents viewed teamsmanship and cooperation as the most important group interaction characteristics, while Tennessee respondents considered interpersonal skills and teamsmanship the most important group interaction characteristics. In both states, content area, behavior management, and child development were the most desired areas for beginning teacher expertise. In both states, diversity and collaboration were only seen as moderately important. (Contains 48 references.) (SM)

ED 440 945   SP 039 181

Belden, Nancy Plattner, Andy

Teacher Quality: A Review of Existing Survey Data.

Spons Agency—Education Commission of the States, Denver, CO.

Pub Date—1999-08-00

Note—56p.; Prepared by Belden, Russonello & Stewart and A-Plus Communications.

Pub Type— Information Analyses (070) — Numerical/Quantitative Data (110)

EDRS Price – MF01/PC03 Plus Postage.

Descriptors—Accountability, *Educational Quality, Elementary Secondary Education, Faculty Development, Higher Education, Inservice Teacher Education, Knowledge Base for Teaching, Preservice Teacher Education, *Surveys, Teacher Certification, *Teacher Competencies, Teachers, *Teaching Skills

Identifiers—Teacher Knowledge

This summary examines public opinion research about teacher quality and strategies for improving U.S. teaching quality. Researchers examined surveys of teachers, school board members, principals, students, and the public. This review investigates: what constitutes quality teaching; how to define good teachers; the importance of teacher quality; whether Americans believe they have high quality teachers; how to achieve high quality; and what programs and strategies would help in this endeavor. Data show that the public: has a high opinion of teachers; believes better teachers are essential for improving schools; feels that schools must be safe for learning to occur; and believes that teacher subject knowledge is as important as the ability to teach that subject. Only one-quarter of the public is very satisfied with local schools for hiring and keeping good teachers. Four large policy issues surround obtaining quality teachers: improving teacher education, providing more inservice training, requiring teachers to pass certification/recertification tests, and holding teachers accountable for student performance. The public strongly believes in the need for good faculty development and the requirement for prospective teachers to pass proficiency tests. The paper concludes with key questions on defining quality teachers, content knowledge, recruitment incentives, and professional development. (Contains 42 references.) (SM)

ED 440 946   SP 039 182

Institutional Quality and Teacher Preparation: Beyond Testing and Accreditation.

Education Commission of the States, Denver, CO.

Spons Agency—John D. and Catherine T. MacArthur Foundation, Chicago, IL.

Pub Date—1999-09-00

Note—9p.; A Report of a Meeting, Hosted by the Education Commission of the States, (Chicago, IL, August 31-September 1, 1999).

Available from—Education Commission of the States, 707 17th Street, Suite 2700, Denver, CO 80202. Tel: 303-299-3639.

Pub Type— Opinion Papers (120)

EDRS Price – MF01/PC01 Plus Postage.

Descriptors—Accountability, Accreditation (Institutions), Child Development, Educational Legislation, *Educational Quality, Elementary Secondary Education, *Government Role, Higher Education, *Preservice Teacher Education, Quality Control, State Government, State Standards, *Teacher Competencies, Teacher Responsibility

This paper discusses shortfalls in teacher preparation and the programs that launch prospective teachers toward careers in education. It examines the state's role in connecting that preparation to a career that fulfills the purposes of public education. In too many cases, institutions of higher education have given responsibility for preparing teachers less than their full attention. It is important to get education back on track. State policymakers have primary responsibility for the repair. The state must clearly identify the public and private ends to be used as the basis for judging school and teacher quality. The broader goals of public education need articulation by the state. Quality must be observed in the teacher's ability to utilize what is known about how children learn and why. Too few states have meaningful, ongoing collaboration among K-12 schools and higher education. The state legislature must structure the necessary interaction between the two entities. A promising shift has occurred in states' movement to require more performance-based teacher preparation programs. The paper presents 10 critical quality components of an institution's teacher education program. It concludes by recognizing progress that has occurred and re-emphasizing the role of states in this process. (SM)

ED 440 947   SP 039 183

Palaich, Robert M. Lacy, Michael G.

Mobilizing Public Support for Policy Initiatives That Enhance the Quality of Teaching. Final Report.

Education Commission of the States, Denver, CO.

Spons Agency—Rockefeller Foundation, New York, NY.

Pub Date—2000-02-00

Note—12p.; Prepared with Sherry Freeland Walker and Michael Allen.

Available from—Education Commission of the States, 707 17th Street, Suite 2700, Denver, CO 80202. Tel: 303-299-3600.

Pub Type— Reports - Descriptive (141)

EDRS Price – MF01/PC01 Plus Postage.

Descriptors—Accountability, Beginning Teachers, Educational Change, *Educational Policy, *Educational Quality, Elementary Secondary Education, Faculty Development, Public Opinion, Teacher Certification, Teacher Competencies, Teacher Improvement, Teaching Skills

This report highlights key issues behind the public's desire for better teaching, following up on discussions by leading policymakers, educators, researchers, and communications experts about what role they can play in developing a quality teaching force. This diverse group met to describe key elements of quality teaching and to develop strategies for mobilizing public support for recruiting, preparing, developing, and retaining high-quality teachers. Data from this meeting suggest that the public believes quality teaching coupled with accountability for student learning is critical to educational reform. There is, however, little political consensus about the best approaches to obtaining a higher quality teaching force. Policymakers are experimenting with strategies focused on all aspects of teacher quality. Educators, researchers,

policymakers, foundation officials, and school and district educators must work collaboratively to build a coherent strategy and message if they are to mobilize public support for quality teaching initiatives. This paper discusses what the public wants for new and current teachers, and it notes barriers to quality teaching (teacher shortage, teacher qualifications, and teaching outside the area of expertise). It describes common beliefs related to improving quality teaching, discusses how policymakers are reacting, and presents recommendations for policymakers, researchers, educators, and foundations. (Contains 20 endnotes.) (SM)

ED 440 948   SP 039 184
Allen, Michael
Teacher Recruitment, Preparation and Retention for Hard-to-Staff Schools.
Education Commission of the States, Denver, CO.
Spons Agency—DeWitt Wallace/Reader's Digest Fund, Pleasantville, NY.
Pub Date—1999-08-00
Note—15p.; A Report of a Meeting Hosted by the Education Commission of the States in Cooperation with the North Central Regional Educational Laboratory. Written with the assistance of Robert Palaich and Catherine Anthes. (Chicago, IL, August 29-30, 1999).
Available from—Education Commission of the States, 707 17th Street, Suite 2700, Denver, CO 80202; Tel: 303-299-3600.
Pub Type— Opinion Papers (120)
EDRS Price – MF01/PC01 Plus Postage.
Descriptors—Elementary Secondary Education, High Risk Students, Higher Education, Labor Turnover, Minority Groups, Policy Formation, Poverty, *Preservice Teacher Education, *Teacher Persistence, *Teacher Recruitment
This report presents information from a 1999 meeting on teacher recruitment, preparation, and retention in hard-to-staff schools. The meeting was attended by 27 education leaders from around the country. It sought to exchange information and ideas about the problems of securing teachers for hard-to-staff schools, determine the extent of consensus about the success or promise of various strategies and policies, and assess the need for further information, discussion, and cooperation. It also examined policy barriers faced by programs working to recruit and prepare teachers for hard-to-staff schools and working to make a case to policymakers that the issue of recruitment, preparation, and retention of teachers for these schools needs to be central on their agenda. This report defines the central problem, which is the insufficient supply of effective teachers for all students, including high-poverty and minority students. It notes collateral problems, such as lack of alignment in the system and unclear delineation of responsibility for ensuring teacher effectiveness. Four key questions that must be addressed by educators and policymakers are discussed, and key challenges to success are noted. The paper concludes with a discussion of general approaches for policymakers and next steps to take. (SM)

ED 440 949   SP 039 185
Kulinna, Pamela Hodges Cothran, Donetta J. Zhu, Weimo
Teachers' Experiences with and Perceptions of Mosston's Spectrum: How Do They Compare with Students'?
Pub Date—2000-04-26
Note—26p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).
Pub Type— Reports - Research (143) — Speeches/ Meeting Papers (150)
EDRS Price – MF01/PC02 Plus Postage.
Descriptors—Elementary Secondary Education, *Physical Education Teachers, *Student Attitudes, Students, *Teacher Attitudes, Teacher Influence, *Teaching Styles, Test Validity
Identifiers—*Spectrum of Teaching Styles (Mosston)
The dual purposes of this study were to examine teachers' experiences with and perceptions of Mosston's Spectrum of Teaching Styles and to com-

pare and contrast teachers' and students' perceptions of and experiences with the spectrum. A teaching styles survey instrument was also validated in this study. Participants were 212 physical education teachers from two states who completed a teaching styles instrument. Teacher data also were combined with student data from a companion study in order to compare teachers' and students' experiences and perceptions. Teachers had significantly different experiences using the spectrum of teaching styles as well as perceptions of the styles. Their perceptions also differed according to self-rated teaching ability related to using the styles. The most preferred teaching styles included practice, reciprocal, inclusion, divergent production, and guided discovery. Teachers and students also had significantly different experiences with the teaching styles and perceptions of the educational characteristics of the styles. (Contains 35 references.) (Author/SM)

ED 440 950   SP 039 186
Leonard, Jacqueline
From Passivity to Proactivity: A White Female's Development of Participation and Attitude in Middle School Mathematics.
Pub Date—1999-03-06
Note—14p.; Paper presented at the Annual Meeting of the Ethnography in Education Research Forum (20th, Philadelphia, PA, March 6, 1999).
Pub Type— Reports - Research (143) — Speeches/ Meeting Papers (150)
EDRS Price – MF01/PC01 Plus Postage.
Descriptors—Classroom Environment, Females, Grade 6, Grade 7, Mathematics Achievement, *Mathematics Education, Middle School Students, Middle Schools, Secondary School Mathematics, Sex Differences, *Student Attitudes, *Student Participation, *Teacher Influence, *Teacher Student Relationship
This paper reports on the interaction patterns of 12 6th-grade students who participated in a teacher research study on mathematical discourse, presenting data on teacher-student and student-student interaction patterns. It highlights how one white, female student's participation and attitudes changed from passive to less passive between 6th and 7th grade. The study occurred at a suburban Maryland elementary school. Data sources included field notes, lesson and unit plans, transcripts of video-taped lessons, audiotaped interviews of target students, student records, and student work samples. A classroom observation instrument obtained data from the videotapes, which were the primary data source. Data analysis indicated that the target student's mathematical achievement, participation level, and mathematics attitude improved dramatically by the end of 7th grade. Her interaction level and attitude were dependent upon teacher variables. Although many factors contributed to her development and achievement in 7th-grade mathematics, the teacher variable significantly influenced her academic achievement. She credited her success to learning to agree to disagree in 6th-grade mathematics. The results suggest that classroom environment can build girls' confidence in their ability to do mathematics. (Contains 18 references.) (SM)

ED 440 951   SP 039 187
Huang, Shwu-yong L.
Investigating High School Teachers' Perceptions of School Environment.
Pub Date—2000-04-00
Note—19p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).
Pub Type— Reports - Research (143) — Speeches/ Meeting Papers (150)
EDRS Price – MF01/PC01 Plus Postage.
Descriptors—Collegiality, Discipline, *Educational Environment, Equal Education, High Schools, Instructional Leadership, Principals, Racial Bias, Secondary School Teachers, *Sex Differences, *Teacher Attitudes, Teacher Influence, Teacher Student Relationship
This study examined public high school teachers' perceptions of school environment, focusing on sat-

isfaction, collegiality, teacher-student relationships, discipline, principal leadership, equity, and teacher influence. It also investigated differences in attitudes by gender. Participating teachers from 8 schools in the Southern United States completed the Teacher's School Environment Survey. Data analysis indicated that teachers generally had positive perceptions of their school environments. Most enjoyed teaching in their current schools and did not want to leave the profession. Most thought their principals provided positive educational leadership. They also believed that most of their colleagues had a professional commitment to education and that they worked well with other teachers. They had good relationships with students and cared about students' interests and needs. Most believed they had certain influences on students. They were concerned about discipline, but they did not view it as a serious problem in their schools. Teachers perceived that there was racial inequality in their schools. There was an overall significant difference by gender in teachers' perceptions of their school environments, with females perceiving their school environments more favorably than males. (Contains 39 references.) (SM)

ED 440 952   SP 039 189
Sova, Ruth
Working the Continuum between Therapy and Exercise.
Pub Date—2000-00-00
Note—8p.
Pub Type— Guides - Non-Classroom (055)
EDRS Price – MF01/PC01 Plus Postage.
Descriptors—*Aerobics, *Physical Education, *Swimming, Teachers
Identifiers—*Hydrotherapy, *Water Exercise
Because of the relative weightlessness factor, water exercise is an excellent low-impact aerobic activity for people with physical difficulties. Participants should inform their physicians of intentions to begin aquatic exercise, and physicians should advise participants that water exercise is exertive. Program instructors must be prepared to handle minor and major medical emergencies. Special populations tire sooner, so staff should understand sources of fatigue. Aquatics for special populations should progressively overload with regard to intensity, duration, and frequency, but never to the point of fatigue. Several reasons exist for keeping people out of a program (e.g., open wounds, infections, and fear of water). Proper spinal alignment is essential. New participants should stay in shallow water and hold on to the edge, gradually moving to deeper water. Water temperatures should vary from 82-96 degrees Fahrenheit to maintain its therapeutic effects. Program leaders should get to know students and determine their personal fitness goals. They must set clear objectives, offer assistance, work participants at their own pace, be proactive, and avoid situations that may cause problems. Safety is essential. Quality instructors should have good interpersonal interaction skills, use positive reinforcement frequently, and be optimistic, offering praise and encouragement. (SM)

ED 440 953   SP 039 190
Nelson, Barbara J., Comp. Wallner, Barbara K., Comp. Powers, Myra L. Ed. Hartley, Nancy K., Ed.
Reinventing the Undergraduate Curriculum: Strategies To Enhance Student Learning in Mathematics and Science.
Colorado State Univ., Ft. Collins.
Spons Agency—National Science Foundation, Arlington, VA.
Pub Date—2000-04-00
Note—180p.; Published by the Rocky Mountain Teacher Education Collaborative.
Available from—Rocky Mountain Teacher Education Collaborative, Colorado State University, 201 Gibbons, Fort Collins, CO 80523-1501. Tel: 970-491-6332; e-mail: bwallner@lamar.colostate.edu.
Pub Type— Collected Works - General (020) — Guides - Classroom - Teacher (052)
EDRS Price – MF01/PC08 Plus Postage.
Descriptors—Biology, Chemistry, *Curriculum Development, Educational Change, Elementary Secondary Education, Geology, Higher Edu-

cation, *Mathematics Education, Physics, Preservice Teacher Education, *Science Education, Teaching Methods, *Undergraduate Study

Identifiers—ERIC

This publication is a compilation of examples of practical, easily implemented activities to help mathematics, science, and education faculty duplicate efforts by the Rocky Mountain Teacher Education Collaborative (RMTEC) to reform and revise curriculum for preservice educators. Activities are organized by content areas: mathematics; geology, physics, and biology; chemistry; and educational methods. Each activity lists the RMTEC strategies relevant to that activity, the class in which the activity was used, and the instructors. There is some repetition among activities, since each is intended to stand alone. Activity handouts for students are in boxes and may be reproduced. Contact information is listed for participants in the production of this publication. The publication concludes with a description of searching the ERIC Database on science and mathematics topics. (SM)

ED 440 954   SP 039 191

Trumbull, Elise Rothstein-Fisch, Carrie Greenfield, Patricia M.

Bridging Cultures in Our Schools: New Approaches That Work. Knowledge Brief.

WestEd, San Francisco, CA.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—2000-00-00

Contract—RJ96006901

Note—17p.

Available from—WestEd, 730 Harrison Street, San Francisco, CA 94107-1242. Tel: 415-565-3000; Web site: http://www.wested.org.

Pub Type— Guides - Non-Classroom (055)

EDRS Price – MF01/PC01 Plus Postage.

Descriptors—Child Development, Conflict Resolution, *Cultural Awareness, *Cultural Differences, Culture Conflict, *Diversity (Student), Elementary Secondary Education, Individualism, Multicultural Education, Parent Participation, Parent Teacher Cooperation, Teacher Attitudes, Teachers, Values

Identifiers—California, Collectivism

This publication describes how teachers can begin to gain understanding of diverse students and families and their cultural values, behavioral standards, and social ideals. It presents specific examples of cross-cultural conflicts and illustrates strategies for resolving them. Data come from the Bridging Cultures action research project in California. The paper begins by describing a practical framework for understanding cultural differences, which includes the two contrasting value systems of individualism and collectivism. After elaborating on these differing perspectives, the paper presents examples of how some of the conflicts have played out across seven southern California classrooms and discusses strategies for resolving conflicts using the collectivist-individualistic framework. Some of the conflicts include independence versus helpfulness, cognitive versus social development, oral expression versus respect for authority, parents' roles versus teachers' roles, and personal property versus sharing. Easy ways to avoid conflict and promote harmony include making the classroom hospitable, engaging parents as resources, gauging how to support parent involvement, and understanding parents' ways of participating in school decision making. The paper concludes by discussing the issue of tapping community knowledge through ethnographic inquiry. (Contains 28 references.) (SM)

ED 440 955   SP 039 192

Stansbury, Kendyll

What Is Required for Performance Assessment of Teaching?

WestEd, San Francisco, CA.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—1998-01-00

Contract—RJ96006901

Note—20p.

Available from—WestEd, 730 Harrison Street, San Francisco, CA 94107-1241. Tel: 415-565-

3000; Web site: http://wested.org.

Pub Type— Reports - Descriptive (141)

EDRS Price – MF01/PC01 Plus Postage.

Descriptors—Elementary Secondary Education, Evaluation Methods, Knowledge Base for Teaching, *Performance Based Assessment, Teacher Competencies, *Teacher Evaluation, Teachers

Identifiers—Capacity Building, Program Legitimacy, Teacher Knowledge

The last decade has been marked by experimentation with various methods of assessing teaching knowledge, skills, and abilities that are alternatives to the multiple-choice tests and loosely-structured observations commonly used. While there exists a large body of literature on multiple choice tests as a methodology, less technical information is available on desirable performance-based alternatives. This report looks at the state-of-the-art of performance assessment of teachers to: (1) identify important elements in the process; and (2) summarize lessons learned from the experiences of those who have developed such assessments. It is aimed at educators and policymakers who are exploring the use of performance tasks in teacher assessment systems, focusing on similarities and differences between the assessment of beginning and experienced teachers. The report examines the key stages of development of a reliable and valid teacher assessment system including: defining the purpose of the assessment; identifying components of the assessment system; building capacity; and building legitimacy. The report concludes with a summary of the state-of-the-art of teacher performance assessment and identifies issues still on the frontiers of development. (SM)

ED 440 956   SP 039 193

Bell-Ruppert, Nancy

Teachers as Leaders of Systemic Change: How To Use Them Most Effectively.

Pub Date—1999-00-00

Note—30p.

Pub Type— Reports - Research (143)

EDRS Price – MF01/PC02 Plus Postage.

Descriptors—Academic Achievement, *Educational Change, Educational Improvement, *Instructional Leadership, *Job Satisfaction, Mathematics Education, Middle School Teachers, Middle Schools, Minority Group Children, Science Education, *Teacher Attitudes, Teacher Collaboration, Teachers, Team Teaching, *Teamwork, Urban Schools

Identifiers—Florida, National Science Foundation, *Systemic Educational Reform

Systemic change in education refers to many facets of a community working together to support and improve how well children learn. This study examines the perceptions of teachers involved in systemic change as math and science resource teachers. In Duval County, Florida, a group of teachers were hired to assist systemic change as part of a 5-year National Science Foundation grant. This study is the first year of the grant from the teachers' perspectives. The study answers the question, "What influences the satisfaction of teachers who are chosen to be leaders of change?" by looking at the changes in individual group members. The results make a connection between tasks and activities team members are asked to do and members' satisfaction levels. Members of this group shared an anthology of their choice throughout the year to express their perceptions of working on the team. The theory of group dynamics was used to identify the stages of development as well as the levels of satisfaction team members experienced. From this study, six recommendations for supervisors of teachers as leaders are provided. (Contains 25 references.) (Author/SM)

ED 440 957   SP 039 194

Webre, Elizabeth

Portfolio Use in the Reading Practicum.

Pub Date—2000-00-00

Note—17p.

Pub Type— Reports - Descriptive (141)

EDRS Price – MF01/PC01 Plus Postage.

Descriptors—Elementary Education, Evaluation Methods, Higher Education, Performance

Based Assessment, *Portfolio Assessment, Practicums, Preservice Teacher Education, *Reading Instruction, Self Evaluation (Individuals), *Student Teacher Evaluation, Student Teachers

Identifiers—Reflective Thinking

As teacher educators lead preservice teachers into 21st-century classrooms, they must employ models that take into account standards and accountability and employ assessment techniques that assure both the teacher educator and the potential teacher that the performance required and exhibited in field experiences is related to the real world classroom and is at an acceptable level of performance. The use of portfolios in reading practicums is a useful medium for substantiating teaching experiences and level of performance. This paper describes the preservice elementary reading program at the University of Louisiana at Lafayette, which includes a reading methods course and a reading practicum that are taken concurrently. The paper also describes first-time portfolio use in the reading practicum; documentation of field experiences in the reading practicum; a means of self-evaluation for preservice teachers; a means of self-reflection for preservice teachers; and an opportunity for improved performance-based assessment for the supervisor of the field experience. Evaluation forms from the courses are included. (SM)

ED 440 958   SP 039 195

Ontario College of Teachers: Professional Learning: A Survey by the Ontario College of Teachers. Final Report.

Ontario College of Teachers, Toronto.

Pub Date—1999-09-00

Note—26p.

Available from—Ontario College of Teachers, 121 Bloor Street East, 6th Floor, Toronto, Ontario M4W 3M5, Canada. Tel: 416-961-8800; Tel: 888-534-2222 (Toll Free in Canada); Fax: 416-961-8822.

Pub Type— Reports - Research (143) — Tests/Questionnaires (160)

EDRS Price – MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Elementary Secondary Education, *Faculty Development, Foreign Countries, *Informal Education, Inservice Teacher Education, Teacher Attitudes, *Teacher Improvement, *Teacher Participation, Teachers

Identifiers—Ontario

This report summarizes priorities that Ontario teachers assigned to different professional learning activities and the extent to which they had participated in professional learning. Information came from a mailed survey of 599 teachers, randomly selected across the province, in 1999. Teachers read a list of 13 learning activities and rated them as priorities for the next 2 years. Teachers also discussed their participation in informal professional learning activities over the last 2 years, examining a list of 23 specific informal activities. Half of the teachers rated implementing new curriculum into student programs as a very important learning priority. Dealing with curriculum materials was the most important professional learning priority of 16 percent of the teachers. Most teachers engaged in a significant amount of informal learning activities. The most common informal learning activities related to reading. Teachers with reduced teaching loads for a year and those with more experience had higher participation rates than other teachers. For informal learning, unlike formal learning, there were no differences according to teacher gender, school location, or community size. The survey is appended. (SM)

ED 440 959   SP 039 196

A Guide for Panel Members for Pre-service Teacher Education Program Accreditation.

Ontario College of Teachers, Toronto.

Pub Date—1999-09-00

Note—64p.

Available from—Ontario College of Teachers, 121 Bloor Street East, 6th Floor, Toronto, Ontario M4W 3M5, Canada. Tel: 416-961-8800; Tel: 888-534-2222 (Toll Free in Canada); Fax:

416-961-8822.
Pub Type— Guides - Non-Classroom (055)
EDRS Price – MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—*Academic Standards, *Accreditation (Institutions), Elementary Secondary Education, *Ethics, Faculty Development, Foreign Countries, Higher Education, Knowledge Base for Teaching, *Preservice Teacher Education, Program Evaluation, Quality Control, Self Evaluation (Groups), *State Standards, Teacher Competencies, Teaching Skills
Identifiers—Ontario, Teacher Knowledge
This guide discusses preservice program accreditation at the Ontario College of Teachers. The College preservice teacher education accreditation process includes three parts: preparation by the faculty of education of an internal appraisal; collection of documentation to support the Standards of Practice for the Teaching Profession; and an on-site panel visit by the Accreditation Panel. Section 1, "Introduction," introduces the issue. Section 2, "The Accreditation Panel," presents the Panel's roles, responsibilities, and obligations, its composition, confidentiality issues, and disclosure of accreditation results. Section 3, "Panel Training and Pre-visit Meeting," discusses the purpose, Panel training, and the pre-visit meeting. Section 4 describes "The On-site Visit." Section 5 describes "The Post-visit Meeting." Section 6 describes "The Faculty of Education's Rejoinder." Section 7, "The Accreditation Recommendation," discusses language for the accreditation recommendation and the Accreditation Committee's accreditation decision. Section 8, "Timeline," presents important timelines for 1 year. Eight appendixes offer: Standards of Practice for the Teaching Profession; Ethical Standards for the Teaching Profession; exhibits room guidelines; accreditation report outline; programs awarded "Initial Accreditation Granted with Conditions" and "Initial Accreditation Not Granted"; Accreditation Panel's schedule: a sample outline; Panel training skills sheets; and a template for report writing. (SM)

ED 440 960   SP 039 197
Standards of Practice for the Teaching Profession.
Ontario College of Teachers, Toronto.
Pub Date—1999-01-00
Note—21p.; Colored photographs may not reproduce adequately.
Available from—Ontario College of Teachers, 121 Bloor Street East, 6th Floor, Toronto, Ontario M4W 3M5, Canada. Tel: 416-961-8800 Tel: 888-534-2222 (Toll Free); Fax: 416-961-8822. For full text in English: http://www.oct.on.ca/english/standards.htm; For full text in French: http://www.oct.on.ca/french/standards.htm.
Pub Type— Legal/Legislative/Regulatory Materials (090)
EDRS Price – MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—*Academic Standards, Elementary Secondary Education, Faculty Development, Foreign Countries, Instructional Leadership, Knowledge Base for Teaching, *Self Evaluation (Groups), *State Standards, *Teacher Competencies, Teaching Skills
Identifiers—Learning Communities, Ontario, Teacher Knowledge
This publication describes the Standards of Practice for the Teaching Profession, developed by the Ontario College of Teachers, a self-regulatory body for the teaching profession in Ontario. After discussing the development of the Standards, Section 1, "Introduction," focuses on self-regulation and standards of practice, principles of the standards of practice, and purposes of the standards of practice. Section 2, "Standards of Practice for the Teaching Profession," presents five statements that comprise the standards: commitment to students and student learning; professional knowledge; teaching practice; leadership and community; and ongoing professional learning. Section 3, "Key Elements," presents key elements which expand on each of the five statements comprising the Standards of Practice for Teaching. (SM)

ED 440 961   SP 039 198
Nichols, Joe D.
Schema Theory: A New Twist Using Duplo Models.
Pub Date—2000-04-27
Note—18p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).
Pub Type— Reports - Descriptive (141) — Speeches/Meeting Papers (150)
EDRS Price – MF01/PC01 Plus Postage.
Descriptors—Cognitive Development, *Cognitive Processes, Developmental Psychology, Educational Psychology, Elementary Secondary Education, Epistemology, Experiential Learning, Higher Education, Preservice Teacher Education, Teaching Methods, *Thinking Skills
Identifiers—Piaget (Jean)
This paper describes how one college professor explains the concepts of schemes, assimilation, accommodation, and equilibrium to college undergraduates enrolled in educational or development psychology courses. The professor uses classroom demonstration to show how the concepts interact in an applied setting. The demonstration uses 30 children's Duplo building blocks in a premade asymmetrical construction placed in a closed box so students do not see it and 30 unassembled blocks. Two students sit back-to-back in front of the class. One student (the teacher) gets the assembled construction, while the other student (the learner) gets the unassembled pieces. The teacher must describe the model and give instructions to the learner to build a matching model. The learner cannot speak or ask questions. The teacher may only use verbal instructions. Because they are back-to-back, they cannot see what is happening. Students experience the disequilibrium described by Piaget in his cognitive theory. After the demonstration, the class analyzes how Piaget's cognitive theory relates to this setting. The paper discusses how demonstration students typically handle this situation and how classmates typically observe and interpret what is happening. Students generally make several appropriate connections to the teaching environment from participating in this activity. (Contains 12 references.) (SM)

ED 440 962   SP 039 199
Nelson, Lin M.
Theory to Practice: Utilization of Instructional Systems Design, Constructivist Pedagogy, and Distance Learning Strategies in Preservice Teacher Preparation.
Pub Date—1999-07-00
Note—19p.; Paper presented at the Annual Summer Institute and Conference of Nova Southeastern University (Ft. Lauderdale, FL, July 1999).
Pub Type— Opinion Papers (120) — Speeches/Meeting Papers (150)
EDRS Price – MF01/PC01 Plus Postage.
Descriptors—*Constructivism (Learning), *Distance Education, *Educational Technology, Elementary Secondary Education, Higher Education, Instructional Systems, Preservice Teacher Education, Teaching Methods, *Theory Practice Relationship
Identifiers—*Instructional Systems Design
This paper identifies possible causes of the disjuncture between theory and practice in teacher preparation and recommends strategies for incorporating instructional technology, as defined by the Association for Educational Communication and Technology in 1994, and distance education into teacher preparation programs. Causes of the theory-practice gap include the strong relationship between how novice teachers teach and how they were taught; novice teachers' needs to encounter authentic, real-world problems in order to find relevance; and classroom teachers' needs for action-guiding knowledge to make timely decisions, rather than the more general abstract knowledge presented in teacher education. Preventive solutions include: teaching instructional systems design (ISD) planning processes and practices; modeling constructivist principles when designing instruction (focusing on knowledge construction, authentic learning con-

texts and collaboration among learners and with the teacher); and adapting instructional practices of distance education to the on-campus environment (using ISD models and processes to meet the diverse needs of all learners, maximize interaction, and ensure timely feedback). (Contains 38 references.) (SM)

ED 440 963   SP 039 200
Martin, Nancy K. Shoho, Alan R.
Teacher Experience, Training, & Age: The Influence of Teacher Characteristics on Classroom Management Style.
Pub Date—2000-01-00
Note—17p.; Paper presented at the Annual Meeting of the Southwest Educational Research Association (Dallas, TX, January 27-29, 2000).
Pub Type— Reports - Research (143) — Speeches/Meeting Papers (150)
EDRS Price – MF01/PC01 Plus Postage.
Descriptors—Age Differences, Alternative Teacher Certification, *Classroom Techniques, Discipline, Elementary Secondary Education, Higher Education, Preservice Teacher Education, Student Behavior, Student Teacher Attitudes, Student Teachers, *Teacher Characteristics
The primary objective of this study was to investigate differences in classroom management perceptions and beliefs between traditionally trained beginning student teachers; alternative certification (AC) program participants; and traditionally trained (TC) experienced teachers. Since AC participants tended to be older than their student teacher counterparts, it was hypothesized that age could account for differences in beliefs regarding classroom management style. A second objective of this study was to determine if a relationship existed between age and perceptions of classroom management style. Data were collected from a total of 388 participants via the Attitudes and Beliefs on Classroom Control (ABCC) Inventory and a demographic questionnaire. Results revealed that AC and TC participants were significantly more controlling than student teachers on two of the three sub-scales of the ABCC (people management and behavior management). A statistically significant correlation was also found between subjects' age and the people management sub-scale. Implications for future research and practice are discussed. (Contains 37 references.) (Author/SM)

ED 440 964   SP 039 201
Papanastasiou, Elena C.
Comparative Education through the LATTICE Experience.
Pub Date—1998-00-00
Note—13p.; Paper presented at the Annual Meeting of the Midwestern Conference in Comparative International Educational Studies (Bloomington, IN, 1998).
Pub Type— Reports - Descriptive (141) — Speeches/Meeting Papers (150)
EDRS Price – MF01/PC01 Plus Postage.
Descriptors—*College School Cooperation, Consciousness Raising, *Cross Cultural Studies, *Cultural Awareness, Cultural Differences, Elementary Secondary Education, Foreign Countries, Foreign Students, Group Discussion, Higher Education, *International Education, *Partnerships in Education, Public Schools, Teachers
Identifiers—Michigan
This paper describes the LATTICE (Linking All Types of Teachers to International Cross-Cultural Education) project, which has been bringing together Michigan public school teachers, international students, and internationally oriented faculty from Michigan State University for several years. Through LATTICE, participants can learn about other educational systems and cultures via directed group discussion with international students and teachers as well as by actually visiting classrooms and teaching lessons. At monthly meetings, a topic is presented to trigger discussion between groups. At the end of the presentation, there are small group discussions that focus on assigned provocative questions related to the main topic. The group then reconvenes, and a representative from each small group shares their conversations. Participants com-

plete a brief survey on what they learned from the session. By hearing how other cultures teach their children, LATTICE participants discover differences between and similarities among educational systems. Some of the benefits of LATTICE include: it exposes people to other cultures and coordinates resources; it supplements international comparative reports with background information; it offers noncompetitive comparisons of educational systems; and it enables participants to make connections. (Contains 20 references.) (SM)

ED 440 965   SP 039 202
Grant, Theresa J. Kline, Kate
Understanding Teachers' Changing Beliefs & Practice While Implementing a Reform Curriculum.
Spons Agency—National Science Foundation, Arlington, VA.
Pub Date—2000-04-00
Contract—ESI-9819364
Note—32p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).
Pub Type— Reports - Research (143) — Speeches/Meeting Papers (150)
EDRS Price – MF01/PC02 Plus Postage.
Descriptors—*Curriculum Development, Educational Change, Elementary Education, *Elementary School Mathematics, Elementary School Teachers, Faculty Development, Grade 1, Grade 2, *Mathematics Education, Mathematics Skills, Teacher Expectations of Students
Identifiers—Mathematical Ability
This study describes the shifts in thinking and practice made by teachers in primary grades in their first year of implementing an elementary school mathematics reform curriculum. All teachers were observed during professional development sessions and submitted written reflections. A sample of those teachers was interviewed and observed teaching to provide additional insight into how they were interacting with the curriculum materials. The analysis of the data focuses on changes in teachers' goals for what their students should know about numbers and the resulting impact on instructional practice. While teachers reported major shifts in goals from an emphasis on skills to understanding, enacting those shifts in the classroom proved to be more challenging. As teachers attempted to teach for understanding, they mainly struggled with knowing how to elicit and respond to students' ideas. (Contains 23 references.) (Author/SM)

ED 440 966   SP 039 203
Suranna, Keith J. Moss, David M.
Perceptions of Teacher Leadership: A Case Study of Inservice Elementary School Teachers.
Pub Date—2000-04-25
Note—19p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).
Pub Type— Reports - Research (143) — Speeches/Meeting Papers (150)
EDRS Price – MF01/PC01 Plus Postage.
Descriptors—Case Studies, Elementary Education, Elementary School Teachers, Faculty Development, *Instructional Leadership, *Leaders, Leadership Responsibility, Mentors, Principals, Teacher Administrator Relationship, Teacher Competencies, Teacher Improvement, Teaching Experience, Teaching Skills, Time Factors (Learning)
Identifiers—*Teacher Leaders, *Teacher Leadership
This qualitative study examined the nature of teacher leadership as it was perceived by 12 inservice elementary school teachers. Data collection involved in-depth, semi-structured interviews with the teachers. Interviews were audio-recorded and transcribed for analysis. Results indicated that half of the respondents were unfamiliar with the term teacher leadership. Among those who were not, some were hesitant to express their perceptions because they were not cognizant of any textbook definition. Multiple perceptions of teacher leader-

ship emerged and were organized into four categories: professional development (including mentoring new teachers and committee membership); great teaching (as measured by continuing education and empowering students); taking a stand for what one believes in; and circumstances that have the potential to act as facilitators for or hindrances to teacher leadership (teaching experience, lack of time, and teacher leader versus principal). (Contains 18 references.) (SM)

ED 440 967   SP 039 204
Bogler, Ronit
Two Profiles of Schoolteachers: A Discriminant Analysis of Job Satisfaction.
Pub Date—2000-04-00
Note—21p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).
Pub Type— Reports - Research (143) — Speeches/Meeting Papers (150)
EDRS Price – MF01/PC01 Plus Postage.
Descriptors—Attitude Measures, Elementary Secondary Education, Foreign Countries, *Job Satisfaction, *Leadership Qualities, *Principals, Sex Differences, Teacher Administrator Relationship, *Teacher Attitudes, Teachers
Identifiers—Israel, Transactional Leadership, Transformational Leadership
This study investigated factors that could discriminate between teachers with high levels of job satisfaction (HS) and teachers with low levels of job satisfaction (LS). A self-report questionnaire was administered to 930 teachers in schools in northern Israel in 1997. Respondents were instructed to refer to their current school principal when answering questions about principal leadership style, teachers' perceptions of their occupation, and teachers' satisfaction according to various work-related factors. The survey also collected background information through a set of questions about organizational and personal characteristics. A total of 745 teachers returned usable questionnaires. Out of those 745, 116 were categorized as LS teachers and 106 as HS teachers. Data analysis delineated the characteristics of the LS and HS teachers. Results indicate that LS teachers were mostly male, taught in large schools in the city, perceived their principal to be a transactional leader, and did not view their teaching job as a profession. The HS teachers were mostly female and Jewish, were from large schools, perceived their principal to be a transformational leader, and viewed their teaching job as a profession. (Contains 19 references.) (SM)

ED 440 968   SP 039 205
Meister, Denise G.
Teachers and Change: Examining the Literature.
Pub Date—2000-04-00
Note—31p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).
Pub Type— Information Analyses (070)
EDRS Price – MF01/PC02 Plus Postage.
Descriptors—Administrator Responsibility, Change Strategies, *Educational Change, Educational Innovation, Elementary Secondary Education, Faculty Development, Leadership Responsibility, Teacher Responsibility, Time Factors (Learning)
This paper synthesizes the literature on educational change that analyzes why reform is so difficult for teachers to implement and how schools can alleviate some of the difficulties in order to ensure effectiveness. The first section explains difficulties with educational change and details barriers to change. Barriers include lack of time in the work day; intensification of teachers' work; conflict; and school culture. The second section focuses on implementation of change, highlighting the importance of vision building; professional development; administrative support and leadership; and assessment and continuance of change implementation. The paper concludes that real change represents a serious personal and collective experience characterized by ambivalence and uncertainty, and if it

works out, change can result in a sense of mastery, accomplishment, and professional growth. It is imperative to understand that teachers: have different understandings of change, have personal and professional needs, need appropriate and adequate resources, need inservice training and continuous support, and want to be trusted and seen as capable professionals. Change must be a negotiated process viewed as a journey by individuals who have highly personal views and levels of understanding. (Contains 38 references.) (SM)

ED 440 969   SP 039 206
Single, Peg Boyle Muller, Carol B.
Electronic Mentoring: Quantifying the Programmatic Effort.
Spons Agency—AT&T Communications, Inc., New York, NY.; Fund for the Improvement of Postsecondary Education (ED), Washington, DC.; International Business Machines Corp., Milford, CT. Academic Information Systems.; Ford Foundation, New York, NY.; Hewlett Packard Co., Cupertino, CA.; Los Alamos National Lab., NM.
Pub Date—2000-04-00
Note—23p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000). Funding also provided by Cisco Systems, Intel, the Institute of Electrical and Electronics Engineers, Microsoft, the International Society for Optical Engineering, Texaco, SAP Labs, and the College of Engineering at San Jose State University.
Pub Type— Reports - Research (143) — Speeches/Meeting Papers (150)
EDRS Price – MF01/PC01 Plus Postage.
Descriptors—*Computer Uses in Education, *Electronic Mail, Engineering Education, *Females, Higher Education, Mathematics Education, *Mentors, Partnerships in Education, School Business Relationship, Science Education, *Womens Education, *World Wide Web
This paper reports on experiences conducting and evaluating MentorNet, a nationwide structured electronic mentoring (ementoring) program that pairs women engineering students, related science students, and math students with industry professionals and provides support to aid the development of year-long ementoring relationships. MentorNet's goal is to increase the representation of women in science, mathematics, engineering, and technology through the provision of mentoring relationships with industry professionals. It works with a consortium of organizations to recruit mentors and proteges, fund, and advertise. The program involves e-mail messages between mentors and proteges and electronic discussion groups for community building. In the 1998-99 program, 693 industry professionals and 963 students were recruited, and 550 pairs were matched (515 of whom completed the year-long program). After matches were finalized, MentorNet sent out regular discussion suggestions to all pairs. Throughout the year, MentorNet maintained a database for tracking interactions. After actively accepting the ementoring match, more proteges than ementors failed to follow through on their commitments by not responding to their mentors. The ementors had more technology problems than the proteges, which tended to disrupt mentoring. Students were more particular about the requirements for a suitable partner than were mentors. (Contains 18 references.) (SM)

ED 440 970   SP 039 207
Meyer, Tom
Finding a Voice and Place in a Normative Profession.
Pub Date—2000-04-00
Note—37p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).
Pub Type— Reports - Research (143) — Speeches/Meeting Papers (150)
EDRS Price – MF01/PC02 Plus Postage.
Descriptors—*Beginning Teacher Induction, *Beginning Teachers, Collegiality, Elementary Secondary Education, *Faculty Development,

Higher Education, *Inquiry, Mentors, Preservice Teacher Education, Student Teachers, *Teacher Collaboration, Teacher Improvement

Identifiers—*Learning Communities, *Stanford Teacher Education Program, Stanford University CA

This qualitative case study identified how various conditions supported one voluntary novice teacher learning community called STEP+. Participants were all graduates of Stanford University's teacher education program (STEP), a fifth-year, combined master's and credential program. STEP+ teachers convened for as many as 5 years away from their school sites as they went from being preservice teachers to third-, fourth-, and fifth-year teachers. Participants completed several interviews about STEP+ over the years. The first section of the paper locates the discussion of this beginning teacher learning community against the backdrop of literature about induction, professional development that often rests on mentor teachers to train new teachers. The next section contrasts this with collaborative, inquiry-oriented professional development (IOPD), a less technical model. The discussion of the culture of the STEP+ learning community, which is an example of IOPD, has implications for teacher educators invested in novice teachers' personal and professional development. The paper offers descriptive analysis of the norms, structures, and content that mattered for learning at STEP+. Implications for induction policy and practice are noted, and new questions are raised. (Contains 95 references.) (SM)

ED 440 971 SP 039 209

Rickards, Tony Fisher, Darrell

A Comparison of Teacher and Student Perceptions of Classroom Interactions: A Catalyst for Change.

Pub Date—2000-04-00

Note—11p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).

Pub Type— Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price – MF01/PC01 Plus Postage.

Descriptors—Foreign Countries, High School Students, High Schools, *Interpersonal Communication, Science Instruction, Secondary School Teachers, *Student Attitudes, *Teacher Attitudes, *Teacher Student Relationship

Identifiers—Australia

This study compared science students' perceptions of their teacher-student interactions with those of their teachers. A sample of 3,515 students from 164 secondary school science classes in 35 Australian schools completed the Questionnaire on Teacher Interaction (QTI), which gathered data on perceptions of teachers' and students' interpersonal communication patterns. The study found differences between the perceptions of teachers and their students. For example, the teachers thought they demonstrated more leadership and helping/friendly behavior than did their students. Differences in teacher actual and ideal perceptions were apparent and suggested that teachers perceived the ideal teacher as being more positive than they currently were. These differences served as a useful and practical catalyst for reflection on teaching practice and may assist in improving the enjoyment and achievement of students in science classes. (Contains 28 references.) (SM)

ED 440 972 SP 039 210

Wingfield, Mary Nath, Janice L.

The Effect of Site-Based Preservice Experiences on Elementary Social Studies Teaching Self-Efficacy Beliefs.

Pub Date—2000-04-00

Note—13p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).

Pub Type— Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price – MF01/PC01 Plus Postage.

Descriptors—College School Cooperation, Elementary Education, *Field Experience Pro-

grams, Higher Education, Preservice Teacher Education, *Professional Development Schools, *Self Efficacy, *Social Studies, Student Teaching, Teacher Attitudes, Teachers

This study assessed the effectiveness of a site-based teacher education program for undergraduate seniors at the University of Houston. The program's final field-based year is divided into a professional development semester and student teaching. During the professional development semester, students are placed in Professional Development Sites (PDSs) around a large metropolitan area. Each site has a multicultural mix of students from lower socioeconomic status homes. During the student teaching semester, students are placed with mentor teachers and mentored by university supervisors. Study participants were preservice teachers in their final year of teacher preparation. All had been placed in a PDS cluster, and all attended methods classes, including social studies, on elementary school campuses. University instructors modeled lessons, and student teachers gradually took over teaching duties. Preservice teachers completed the Science Teaching Efficacy Belief Instrument, which measured perceived self-efficacy about social studies teaching, at two different times during two consecutive semesters. The program proved effective in that preservice teachers viewed themselves as able to teach exciting lessons using the latest methodology in social studies while also managing multicultural, lower socioeconomic status classrooms in many positive ways. (Contains 33 references.) (SM)

ED 440 973 SP 039 211

King, Kimberly L. Middleton, Renee A. Erevelles, Nirmala Crow, Germayne Simpson, Carol

Diversity Awareness and Cultural Sensitivity: Assessing and Negotiating Multiple Viewpoints after School Desegregation for Educational Transformation.

Pub Date—2000-04-28

Note—46p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).

Pub Type— Reports - Research (143) — Speeches/Meeting Papers (150) — Tests/Questionnaires (160)

EDRS Price – MF01/PC02 Plus Postage.

Descriptors—*Cultural Awareness, *Cultural Pluralism, *Diversity (Faculty), *Diversity (Student), Educational Environment, Elementary Secondary Education, Equal Education, Nondiscriminatory Education, *Racial Integration, *School Desegregation, Teacher Attitudes, Teaching Conditions

This paper addresses challenges involved in assessing and negotiating multiple viewpoints of one rural school district in the Southern Rural School system after desegregation. The SRSS Board of Education and the local superintendent were charged with ensuring that school employment and educational environments were conducive to working and learning by presenting non-hostile racial environments and conducting cultural diversity training for all school personnel. Multiple year-long diversity trainings were conducted. A training team assisted the district in transforming their educational practices and policies to meet the needs of all students, operating from a framework of comprehensive as opposed to numerical inclusion. Data collection included: interviews with district employees, pre- and post-workshop surveys about diversity, trainers'/facilitators' journals, responses to a videotape, classroom observations, community forums/dialogues, and teacher action plans. Results suggest that the conceptual framework was useful, and resistance lessened after the initial workshop. Posttest results have yet to be analyzed. Eight appendixes include: diversity training team members, schools, and training timelines; structure of diversity awareness workshops; pre/post test for diversity training; Blue-Eyed Video and outlined segments; school observation criteria for development of case studies; sample of actual school-based case studies; facilitator's guide for community forums; and sample of actual individual action plans. (Contains 10 references.) (SM)

ED 440 974 SP 039 212

Henson, Robin K. Bennett, D. Tyson Sienty, Sarah F. Chambers, Sharon M.

The Relationship between Means-End Task Analysis and Context-Specific and Global Self-Efficacy in Emergency Certification Teachers: Exploring a New Model of Teacher Efficacy.

Pub Date—2000-04-28

Note—44p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).

Pub Type— Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price – MF01/PC02 Plus Postage.

Descriptors—Alternative Teacher Certification, Classroom Techniques, Context Effect, Elementary Secondary Education, *Self Efficacy, Task Analysis, Teacher Attitudes, Teacher Competencies

Identifiers—Emergency Teacher Certification, Means Ends Analysis, Teacher Efficacy Scale

While consistently related to positive teacher behaviors and student outcomes, teacher efficacy as a construct is currently the subject of debate. The present study examined a new model of teacher efficacy (Tschannen-Moran, Woolfolk Hoy, & Hoy, 1998) that proposes to more clearly define important variables and integrate two theoretical traditions in the study of teacher efficacy. A new instrument was developed to assess a means-end task analysis and context specific efficacy, both important parts of the model. Task analysis and both global and context specific efficacy were measured in 109 emergency certification teachers since task analysis may be more explicit for novice teachers. Factor analyses of the global and context specific efficacy measures suggested subtle but important distinctions in constructs related to efficacy. Canonical correlation analysis indicated the importance of personal teaching competence to instructional efficacy judgments and external locus of control to classroom management efficacy. Although task analysis was not found to be a significant predictor of either global or context specific efficacy, exploratory results suggested potential value of task analysis in future assessments of teacher efficacy. General support was found for the Tschannen-Moral et al. model. (Contains 32 references.) (Author/SM)

ED 440 975 SP 039 213

Chambers, Jack A., Ed.

Selected Papers from the 11th International Conference on College Teaching and Learning (11th, Jacksonville, Florida, April 12-15, 2000).

Florida Community Coll., Jacksonville. Center for the Advancement of Teaching and Learning

Pub Date—2000-00-00

Note—196p.

Available from—Center for the Advancement of Teaching and Learning, Florida Community College at Jacksonville, 501 West State Street, Room 102, Jacksonville, FL 32202 ($15).

Pub Type— Collected Works - General (020)

EDRS Price – MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Active Learning, Biology, College Faculty, College Freshmen, College Students, Computer Software, *Computer Uses in Education, Cooperative Learning, Critical Thinking, Distance Education, *Educational Technology, Foreign Countries, French, *Higher Education, Interactive Video, Internet, Learning Strategies, Online Systems, Peer Evaluation, Physics, Programming, Research Projects, Student Empowerment, Student Participation, Teacher Participation, Teaching Methods, Teamwork

Identifiers—Analytical Methods, Australia, Critical Events, Learning Communities, Scientific Thinking, United Kingdom, Visual Communication, Web Sites

This collection of papers from an international conference on higher education teaching and learning includes: "Fostering Scientific Thinking with New Technologies: A Socio-Cognitive Approach"

(Michel Aube); "The 'Classroom Flip': Using Web Course Management Tools to Become the Guide by the Side" (J. Wesley Baker); "Embracing Information and Learning Technology Within a New Learning Paradigm in UK Colleges" (C.J. Birch); "Project Based Learning: Equipment Specification" (Ed Boyapati); "Effective Teaching Using the Internet" (David Byres); "Empowerment Groups: A Creative Transition and Retention Strategy" (Joyce A. Carter); "Play it Again Sam: Creating Reusable Projects that Integrate Instructional Technology, Critical Thought and Active, Collaborative Learning into the Curriculum" (Karen Casto and Kris Bulcroft); "Critical Moments in College Teaching" (Michael Christie); "Paradigm Shift: Visual Communication and Empowerment" (Daniel J. Doyle); "Interactive Multimedia: Lessons from Learning Theory" (Richard Farr); "Asynchronous Discussions, Learning Communities and Participation of Students and Faculty" (Charles Graessle); "Edge of Chaos: The Sweet Spot for Internet-Rich Pedagogy" (Barclay M. Hudson); "Peer Critiques in the Teaching of Computer Programming" (William J. Joel); "Active Learning: Student Performance and Perceptions Compared with Lecture" (David A. Lake); "Improving Team Performance in Software Engineering" (Robert Lingard and Elizabeth Berry); "Innovative Strategies for Teaching and Learning at a Distance" (Pam Northrup); "Analytics: An Integrated Mathematics, Logic and Philosophy of Science Course" (Michael R. Pinter); "Andes: A Coached Learning Environment for Classical Newtonian Physics" (K.G. Schultz, R.N. Shelby, D.J. Treacy, and M.C. Wintersgill); "The Evolution of a Biology Course-Related Web Site" (Janet L. Stein Carter); and "French Topics Online: Natural Errors with Virtual Wine" (Katherine Watson). (Individual papers contain references.) (SM)

TM

ED 440 976   TM 030 648

Waterbury Public Schools and Connecticut Academy for Education: School Improvement Support Team (SIST). External Evaluation Study.

Curriculum Research and Evaluation, Chaplin, CT.

Pub Date—1999-06-30

Note—87p.

Pub Type— Reports - Evaluative (142) — Tests/Questionnaires (160)

EDRS Price – MF01/PC04 Plus Postage.

Descriptors—*Academic Achievement, *Educational Change, Elementary Secondary Education, *Professional Development, Program Implementation, Public Schools, School Districts, Teacher Surveys, *Technical Assistance

Identifiers—Connecticut, School Improvement Teams

The Connecticut Academy for Education implemented the School Improvement Support Team (SIST) in the Waterbury, Connecticut, Public Schools during the 1998-99 school year. The main goal of the SIST is to provide a comprehensive and cohesive set of programs and activities for improving student performance in the Waterbury Public Schools. The Connecticut Academy for Education had provided assistance with curriculum development to the school system for the 3 previous years. The SIST's educational consultants worked with administrators and teachers in seven elementary schools. With a specific focus on assessment, mathematics, and language arts, the SIST provided strategic data-based technical assistance to teachers to foster academic achievement. The preliminary evaluation indicates that the SIST offers the Waterbury schools a new and innovative approach to improving key program areas, as evidenced by the recent inclusion of 7.5 additional days in the teachers' contract for professional development. The SIST is making the Waterbury public schools more responsive to prevailing conditions, trends, and changes related to student performance and staff development. SIST received an overall 60% performance rating from the district's teachers and administra-

tors, with strong agreement among teachers, administrators, and SIST consultants about the strengths of the initiative and its startup problems. The appendix contains the principals', assistant principals', and teachers' surveys. (Contains 28 figures.) (SLD)

ED 440 977   TM 030 649

Integrating Student-Centered Teaching Methods into the First Year SMET Curriculum: The University of Hartford Model for Institution-Wide Reform. Summative Evaluation.

Curriculum Research and Evaluation, Chaplin, CT.

Pub Date—1999-04-00

Note—103p.; Principal Investigators: Mako E. Haruta and Catherine B. Stevenson.

Pub Type— Reports - Evaluative (142)

EDRS Price – MF01/PC05 Plus Postage.

Descriptors—*Academic Achievement, College Faculty, *College Freshmen, Cooperation, *Educational Change, Educational Innovation, Engineering, Higher Education, Mathematics, Program Development, Program Implementation, Sciences, Teacher Attitudes, *Teaching Methods, Technology

Identifiers—*University of Hartford CT

In 1998, the Institution-Wide Reform project at the University of Hartford (Connecticut) was evaluated. The main focus of the project was the improvement of teaching and learning in the science, mathematics, engineering, and technology (SMET) disciplines for freshmen. Documentation from various sources indicated that the program accomplished its goals at a reasonably high level. Participating faculty and administrators, who were interviewed by the principal evaluator, gave high marks for the project's design and implementation. Through workshops, seminars, and networking, faculty received professional development focused on the innovative teaching methods, including problem solving, collaboration, multiple intelligences, real world applications, and technology use. The faculty reported significant changes in student enrollment patterns (a preference by students to take courses from faculty members participating in the initiative) and increases in course retention rates. Faculty also reported a generally favorable impression among students in regards to innovative materials and methods. Faculty and administrators indicated that they valued the increased collaboration with colleagues. Recommendations are made to refine the elements necessary for systemic change. (Contains 36 graphs.) (SLD)

ED 440 978   TM 030 764

Barnette, J. Jackson McLean, James E.

Empirically Based Criteria for Determining Meaningful Effect Size.

Pub Date—1999-11-19

Note—37p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (28th, Point Clear, AL, November 17-19, 1999).

Pub Type— Reports - Evaluative (142) — Speeches/Meeting Papers (150)

EDRS Price – MF01/PC02 Plus Postage.

Descriptors—*Criteria, *Effect Size, Monte Carlo Methods, *Prediction, Sample Size

The purpose of this study was to determine: (1) the extent to which effect sizes vary by chance; (2) the proportion of standardized effect sizes that achieve or exceed commonly used criteria for small, medium, and large effect sizes; (3) whether standardized effect sizes are random or systematic across numbers of groups and sample sizes; and (4) whether it is possible to predict standardized effect sizes using degrees of freedom, number of groups, and sample sizes. Monte Carlo procedures were used to generate standardized effect sizes in a one-way analysis of variance situation with 2 through 10 groups with samples sizes from 5 to 100 in steps of 5. Within each of the 180 configurations, 5,000 replications were done. It was found that standardized effect size variation was systematic rather than random. Numbers of groups and sample sizes were highly predictive of standardized effect size, but error degrees of freedom was not predictive. Equations were developed that could be used to predict

standardized effect sizes that could be expected by chance, using number of groups and sample size as the predictor variables. The prediction equations were extremely accurate. This research provides a better alternative for the evaluation of empirical standardized effect sizes than the somewhat arbitrary and fixed criteria often used to classify standardized effect sizes as small, medium, or large. (Contains 3 tables, 10 figures, and 34 references.) (SLD)

ED 440 979   TM 030 765

Stapleman, Jan

Standards-Based Accountability Systems. Policy Brief.

Mid-Continent Regional Educational Lab., Aurora, CO.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—2000-04-00

Contract—RJ96006101

Note—10p.

Pub Type— Reports - Evaluative (142)

EDRS Price – MF01/PC01 Plus Postage.

Descriptors—*Academic Standards, *Accountability, *Educational Assessment, Elementary Secondary Education, School Districts, State Programs, *Student Evaluation

This policy brief summarizes research results and provides guidance regarding decisions associated with school accountability. Unlike previous notions of accountability, a standards-based system examines outputs, such as student performance and graduation rates, as well as inputs like the amount of instructional time or the number of books in the school library. Most states have accomplished the work of adopting statewide content standards and are now engaged in developing assessments that measure what students know and can do in relation to the standards. Student testing is one component of an accountability system; another is rating school performance through methods that incorporate data from assessments and other measures of student success. Once school performance has been measured and rated, issues involving reporting the results surface. After school performance has been measured and rated, it is also essential that struggling schools and districts receive the help they need before they become subject to consequences defined by the accountability system, such as state- or district-imposed sanctions. The granting of rewards or the imposition of sanctions must rest on multiple indicators of school performance. Creating consequences puts teeth into accountability systems, but there is a lack of agreement among experts about their effectiveness and how they should be used. (Contains 15 references.) (SLD)

ED 440 980   TM 030 766

Developing a Standards-Based Assessment System: A Handbook.

WestEd, San Francisco, CA.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.; Sacramento County Office of Education, CA.

Pub Date—2000-03-17

Contract—RJ96006901

Note—184p.

Pub Type— Guides - Non-Classroom (055)

EDRS Price – MF01/PC08 Plus Postage.

Descriptors—*Academic Standards, *Accountability, *Educational Assessment, Elementary Secondary Education, Guides, *Program Development, Program Implementation, School Districts, State Programs, *Student Evaluation

This handbook is intended as a resource for schools and districts interested in developing and implementing a standards-based assessment system. The chapters in the handbook introduce key steps in the assessment development process. Several types of on-demand and cumulative assessments are emphasized, including multiple-choice and written-response tests, projects, and portfolios. Chapter 1 discusses identifying standards that clearly define what students should know and be able to do. Chapters 2 through 4 consider developing or selecting a variety of effective assessments that together measure student performance in relation to the standards. Developing and refining an

assessment scoring system is explored in chapter 5. Chapter 6 is concerned with reporting assessment results to key stakeholders. Supporting the overall development and implementation of the assessment system is reviewed in chapter 7. Information in this handbook is largely drawn from the experience of two interrelated career-technical assessment programs in California, Assessments in Career Education and the Career-Technical Assessment Program. The system developed from these programs uses a combination of written on-demand assessments and cumulative assessments that students shape and complete over a substantial period of time. Four appendixes contain examples of assessment practice and a list of assessment-related resources on developing and implementing a standards-based system. (Contains 45 tables and 37 references.) (SLD)

ED 440 981   TM 030 767

Reichstetter, Rosemary

Building Successful Teacher Use of Computers in the Classroom: Results from a 1998-99 Survey of WCPSS Middle School Teachers.

Wake County Public School System, Raleigh, NC. Dept. of Evaluation and Research.

Report No. —WCPSS-DER-00.09

Pub Date—2000-01-00

Note—26p.; For other reports from the Wake Public School System, see TM 030 768-769.

Pub Type— Numerical/Quantitative Data (110) — Reports - Research (143) — Tests/Questionnaires (160)

EDRS Price – MF01/PC02 Plus Postage.

Descriptors—*Computer Uses in Education, *Middle School Teachers, Middle Schools, *Professional Development, *Teacher Characteristics, Teacher Surveys, *Training

Identifiers—*Wake County Public School System NC

The Wake County Public School System, North Carolina, conducted a survey of middle school teachers regarding computer use and compared their use of computers to specific demographics: subjects taught, favored instructional purposes, age, years of teaching experience, and gender. Responses were received from 231 teachers, a response rate of 77%. Middle school teachers used computers more as their level of training increased, especially when the training addressed their specific subject areas. More frequent use was also related to specific training components, such as demonstrations and modeling or coaching and feedback. Participants' teaching areas showed a statistically significant relationship to computer use, with special education teachers most likely to use computers and physical education teachers least likely to use them. Consistent patterns with instructional approach were also evident. Teachers using a student-centered approach showed higher overall computer use. Younger teachers were more likely to use computers. Teachers also reported that having demonstrations and modeling of computer use on site increased their own instructional use of computers. Recommendations are made for continued staff development and additional training with a focus on subjects taught. The teacher survey is attached. (Contains 12 figures and 14 references.) (SLD)

ED 440 982   TM 030 768

Howard, Daniel L.

Dropout Report, 1998-1999.

Wake County Public School System, Raleigh, NC. Dept. of Evaluation and Research.

Report No. —WCPSS-DER-00.13

Pub Date—2000-02-00

Note—52p.; For other reports from the Wake County Public School System, see TM 030 767-769.

Pub Type— Numerical/Quantitative Data (110) — Reports - Descriptive (141)

EDRS Price – MF01/PC03 Plus Postage.

Descriptors—*Data Analysis, Dropout Rate, Dropout Research, *Dropouts, Educational

Trends, *High School Students, High Schools, Research Methodology, Trend Analysis

Identifiers—*Wake County Public School System NC

In the Wake County, North Carolina, Public School System, there was a duplicated total of 1,230 students who dropped out of school. Of these, 4 were in grades K-6, and the rest were in grades 7-12. These students were first-time dropouts or had dropped out in previous years (duplicated dropouts). There had been a steady decline in the dropout rate in Wake County schools from 1993-1994 to 1997-1998, but the percentage of dropouts increased between 1997-1998 and 1998-1999. This corresponds to a statewide increase in the dropout rate, something that may be due in part to a new assessment approach that reports students who transfer to community colleges to receive the General Educational Development (GED) certificate as dropouts. For grades 9 through 12, the Wake County dropout rate is 4.7%, representing 1,205 students. The largest percentage of dropouts in the school district has come from the ninth grade every year. The 463 ninth-grade dropouts in 1998-1999 constituted 5.6% of the school district's ninth-grade population. Seventy-one percent of the ninth-grade dropouts were over-age, and attendance problems continued to be the major reason why students dropped out. Three attachments contain summaries for individual high schools and a discussion of data collection and reporting procedures. (Contains 10 figures, and 3 tables.) (SLD)

ED 440 983   TM 030 769

Baenen, Nancy

Staff Development Review Summary. Accountability Report.

Wake County Public School System, Raleigh, NC. Dept. of Evaluation and Research.

Report No. —WCPSS-DER-00.17

Pub Date—2000-03-00

Note—17p.; For other reports from the Wake County Public School System, see TM 030 767-768.

Pub Type— Reports - Evaluative (142)

EDRS Price – MF01/PC01 Plus Postage.

Descriptors—Administrators, Elementary Secondary Education, *Faculty Development, Inservice Teacher Education, *Organizational Change, School Districts, *Staff Development, Workshops

Identifiers—*Wake County Public School System NC

This report addresses reorganizing staff training efforts in the Wake County Public School System (WCPSS), North Carolina. Training includes both formal workshops and more informal growth opportunities for staff. Data sources for the report include surveys or focus groups from principals and central school district staff, a review of national standards for staff development, interviews and written feedback from four Educational Benchmark Network school systems and Howard County, Maryland, and cost analyses. Respondents believe that staff training would be more effective if all offerings were aligned with the system achievement goal and related critical success factors. Better planning and scheduling of training efforts were also recommended by respondents. In the WCPSS, no single office or department is in charge of coordinating training for administrators and other professionals. Recommendations are made for establishing a department to coordinate training offerings for all job groups. (SLD)

ED 440 984   TM 030 780

Feuer, Michael J., Ed. Holland, Paul W., Ed. Green, Bert F., Ed. Bertenthal, Meryl W., Ed. Hemphill, F. Cadelle, Ed.

Uncommon Measures: Equivalence and Linkage among Educational Tests.

National Academy of Sciences - National Research Council, Washington, DC. Board on Testing and Assessment.

Spons Agency—Department of Education, Wash-

ington, DC.

Report No.—ISBN-0-309-06279-9

Pub Date—1999-00-00

Contract—ED-98-CO-0005

Note—135p.

Available from—National Academy Press, 2101 Constitution Ave., NW, Washington, D.C. 20418. Telephone: 800-624-6242 (Toll Free). For full text: http://www.nap.edu.

Pub Type— Books (010) — Reports - Evaluative (142)

EDRS Price – MF01/PC06 Plus Postage.

Descriptors—*Achievement Tests, *Comparative Analysis, Elementary Secondary Education, *Equated Scores, National Surveys, *Scaling, *Test Results, Validity

Identifiers—*Linking Metrics, *National Assessment of Educational Progress

A study was conducted of the feasibility of establishing an equivalency scale that would enable commercial state tests to be linked to one another and to the National Assessment of Educational Progress (NAEP). In evaluating the feasibility of linkages, the study committee focused on the linkage of various fourth-grade reading tests and the linkage of various eighth-grade mathematics tests. Committee members concentrated on the factors that affect the validity of the inferences about student performance that users would draw from the linked test scores. The committee concluded that comparing the full array of currently administered commercial and state achievement tests to one another, through the development of a single equivalency or linking scale, is not feasible. Nor is reporting individual student scores from the full array of tests on the NAEP scale and transforming individual scores on these tests and assessments into NAEP achievement levels feasible. Under limited conditions, it may be possible to calculate a linkage between two tests, but multiple factors affect the validity of the inferences drawn from the linked scores. Unless the test to be linked to the NAEP is very similar in content, format, and uses, the resulting linkage is likely to be unstable and potentially misleading. (Contains 3 tables, 3 figures, and 81 references.) (SLD)

ED 440 985   TM 030 781

Ediger, Marlow

Assessing Teaching Quality in Higher Education.

Pub Date—2000-04-00

Note—9p.

Pub Type— Opinion Papers (120)

EDRS Price – MF01/PC01 Plus Postage.

Descriptors—*College Faculty, *Evaluation Methods, *Higher Education, *Instructional Effectiveness, *Student Evaluation of Teacher Performance, *Teacher Effectiveness

One of the many ways to assess teaching quality in higher education is student evaluation of the instructor's competence, used in many universities. This approach has both strengths and weaknesses. Its drawbacks include the pressure students may feel to give higher ratings to an instructor or that the assessment usually comes too late in a course for the instructor to improve instruction and might not be pertinent for the students in the next course. Additional means of teacher evaluation include: (1) videotaped classroom lessons reviewed by evaluators; (2) teacher portfolios, which may include a video; and (3) comparison of behaviorally-stated course objectives defined by the teacher with student achievement test results. The evaluation of teachers may include evaluation of teacher performance in in-service professional education activities or evaluation of teacher effectiveness after in-service education. Any procedure used to evaluate teachers should be valid in its focus on the effectiveness of the instructor's teaching. Reliability is another key factor, and improvement over previous levels of performance in instruction should be documented. (SLD)

ED 440 986   TM 030 782

Ediger, Marlow

Using Portfolios in Higher Education.

Pub Date—2000-02-00
Note—8p.
Pub Type— Opinion Papers (120)
EDRS Price – MF01/PC01 Plus Postage.
Descriptors—*Constructivism (Learning), Evaluation Methods, Higher Education, *Portfolio Assessment, *Student Evaluation

One constructivist approach to assessing student learning is the use of portfolios. The contents of a portfolio demonstrate what a student knows and can do. The portfolio indicates actual products and processes a student has developed, as exemplified in the description of the contents of a student portfolio in a teaching methods course. Portfolios may also be used to extend the scope of the curriculum. The portfolio may be the major data course for a grade, but pride of ownership and achievement may motivate the student to learn more. A portfolio can be an important tool in linking course objectives, learning opportunities, and assessment procedures. (SLD)

ED 440 987   TM 030 783
Ediger, Marlow
How Should Teachers Be Assessed?
Pub Date—2000-02-00
Note—10p.
Pub Type— Opinion Papers (120)
EDRS Price – MF01/PC01 Plus Postage.
Descriptors—Criterion Referenced Tests, *Evaluation Methods, *Portfolio Assessment, Scoring Rubrics, Teacher Effectiveness, *Teacher Evaluation, Test Results, Test Use

Achieving a fair and objective evaluation of teacher performance is not easy. Student test results have been used to assess teacher performance, but this approach has many weaknesses, especially because students differ from school to school and standardized tests are open to questions about their fairness. Criterion-referenced tests have been developed to counteract some weaknesses apparent in norm-referenced standardized tests, but even these tests have weaknesses. For one thing, student performance is measured on only one occasion. Other criticisms may be leveled for the out-of-context nature of criterion-referenced tests. Portfolio use, however, stresses a philosophy of contextualism in appraising teacher effectiveness. Assessment through portfolios is not isolated and does not stress a numerical result unless rubrics are used. Even then, rubric ratings are open to human interpretation. Portfolios and their contents need to be aligned with stated objectives to be fair assessments, but their use can help gauge student learning and teacher effectiveness. (SLD)

ED 440 988   TM 030 784
Schafer, William D.
Educating Applied Assessment Professionals at the Masters Level.
Pub Date—2000-04-27
Note—8p.; Paper prepared for the Annual Meeting of the National Council on Measurement in Education (New Orleans, LA, April 25-27, 2000).
Pub Type— Reports - Descriptive (141) — Speeches/Meeting Papers (150)
EDRS Price – MF01/PC01 Plus Postage.
Descriptors—*Data Analysis, *Educational Assessment, Educational Testing, Evaluation Methods, *Evaluators, Higher Education, Masters Programs, Program Development, Program Evaluation, Research Reports, Scoring, Test Construction
Identifiers—University of Maryland

The Department of Measurement, Statistics, and Evaluation (EDMS) at the University of Maryland is working to develop Master's degree programs that are oriented around developing assessment professionals for work in applied settings. Two fundamentally different sets of experiences are being developed: (1) assessment development, administration, and scoring; and (2) data analysis and reporting. Organizations interested in participation would be asked to transfer funds for each intern they sponsor and provide professional supervision of the intern's experiences. The intern would spend approximately 15 hours a week for a significant period of time at the organization's job site. The student, who would learn by doing, would undertake assessment related duties and then prepare a paper that can be used to assess the student's learning. The student may also use the paper to fulfill the "Scholarly Paper" requirement of the Master of Arts degree. All students would complete a core of courses in assessment and measurement and then would choose between two specializations. Competencies are described for each specialization and a sample schedule is presented. Prospective sponsoring organizations have been interested in employing graduates of a program of this type, but many have been reluctant to contribute their sites as placements for paid interns. Course developers expect that the interns will increase rather than drain the capacity of the organization. (SLD)

ED 440 989   TM 030 785
Burdenski, Thomas K., Jr.
Evaluating Univariate, Bivariate, and Multivariate Normality Using Graphical Procedures.
Pub Date—2000-04-26
Note—61p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).
Pub Type— Numerical/Quantitative Data (110) — Reports - Descriptive (141) — Speeches/Meeting Papers (150)
EDRS Price – MF01/PC03 Plus Postage.
Descriptors—*Graphs, *Multivariate Analysis, *Statistical Distributions
Identifiers—Graphic Representation, *Normality Tests, *Univariate Analysis

This paper reviews graphical and nongraphical procedures for evaluating multivariate normality by guiding the reader through univariate and bivariate procedures that are necessary, but insufficient, indications of a multivariate normal distribution. A data set using three dependent variables for two groups provided by D. George and P. Mallery (1999) is used to analyze histograms, stem-and-leaf plots, box-and-whisker plots, kurtosis and skewness coefficients, Q-Q plots, the Shapiro-Wilk or Kolmogorov-Smirnov statistic, and bivariate scatterplots. A procedure programmed by B. Thompson (1990, 1997) is used to explore multivariate normality by plotting Mahalanobis distances against derived chi-square values in a scatterplot. Four appendixes contain Statistical Package for the Social Sciences (SPSS) commands for two study groups, the SPSS syntax for evaluating univariate and bivariate normality, and SPSS commands for a new dependent variable. (Contains 2 tables, 17 figures, and 39 references.) (Author/SLD)

ED 440 990   TM 030 786
Graham, Christine Marsters, David
Understanding Vermont's Framework of Standards and Learning Opportunities. Second Edition.
Vermont Inst. for Science, Math and Technology, Burlington.
Spons Agency—Josephine Bay Paul and C. Michael Paul Foundation, New York, NY.; National Science Foundation, Arlington, VA.
Pub Date—1997-00-00
Note—17p.; Additional support provided by the Regional Alliance for Science Education.
Available from—For full text: http://vismt.uvm.edu.
Pub Type— Guides - Non-Classroom (055)
EDRS Price – MF01/PC01 Plus Postage.
Descriptors—*Academic Standards, Educational Objectives, Elementary Secondary Education, *Learning, Parent Participation, State Programs, *State Standards
Identifiers—*Vermont

As part of Vermont's efforts to set shared educational goals, this document describes what is expected of Vermont students. It is designed as a guide to parents about what teachers and schools are doing to help students meet the state's new expectations. Vermont has defined an educational framework that encourages many different learning styles and circumstances. The Framework links skills and subjects with the conditions and practices that are known to be most likely to lead to student success. It is divided into "Vital Results" (skills) and "Fields of Knowledge" (specific subjects students should know). Some examples are given of the Framework for different subjects and grade levels. How the framework operates in an individual school is outlined, and suggestions are given for parent participation. (SLD)

ED 440 991   TM 030 787
Blackburn, Rhonda D.
A Review of the Learning and Working Styles Inventory.
Pub Date—2000-01-28
Note—9p.; Paper presented at the Annual Meeting of the Southwest Educational Research Association (Dallas, TX, January 27-29, 2000).
Pub Type— Book/Product Reviews (072) — Speeches/Meeting Papers (150)
EDRS Price – MF01/PC01 Plus Postage.
Descriptors—Attitude Measures, *Cognitive Style, *Measures (Individuals), Postsecondary Education, Scoring, Secondary Education, Secondary School Students, Test Construction, Test Format, Vocational Education, *Work Environment
Identifiers—*Preference Data, Preference Ranking

The Learning and Working Styles Inventory (LWSI) (H. Hendrix-Frye, 1997) is an economically priced inventory administered to individuals to assess their learning styles and to identify preferred working conditions. The inventory may be administered individually or in a group setting to students in grade 7 through college in computer, audiovisual, and paper-and-pencil forms. The LWSI is a self-directed measure that divides learning and working styles into five domains: physical, social, environmental, mode of expression, and work characteristics. Twenty-five separate styles are assessed in the 5 domains. Norms were determined for the physical, social, environmental, and mode of expression domains using norming groups of 1,200 individuals from grades 9 through 12. Reliability coefficients ranged from 0.56 to 0.91 with a media coefficient of 0.82, and validity correlation coefficients ranging from 0.66 to 1.00 with a median of 0.92. Some revisions should be made to improve reliability and validity for the LWSI, but its overall appearance and ease of scoring make it user friendly. Because it is a new instrument, many more studies are needed to assess its reliability, validity, and overall effectiveness. (SLD)

ED 440 992   TM 030 788
CSRD Evaluation Web Site Feasibility Study.
Mid-Continent Research for Education and Learning, Aurora, CO.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—2000-03-00
Contract—RJ96006101
Note—16p.
Pub Type— Reports - Evaluative (142)
EDRS Price – MF01/PC01 Plus Postage.
Descriptors—Demonstration Programs, *Evaluation Methods, Feasibility Studies, *Information Dissemination, Online Systems, Program Evaluation, *World Wide Web
Identifiers—*Comprehensive School Reform Demonstration Program

This study was conducted to examine the need and feasibility of creating a unique evaluation Web site to support the needs of districts and schools recently funded under the Comprehensive School Reform Demonstration Program (CSRD). The federal requirement that CSRD funded schools and districts carry out comprehensive evaluation of their reform programs has created some concerns about the readiness and ability of local personnel to do so without additional support and assistance. The availability and use of more than 20 Web sites that currently provide CSRD information were studied, and information about the need and purpose of such a site was obtained from other regional educational laboratories and the Office of Educational Research and Development. Findings indicate that there already appears to be an ample infrastructure in place for providing educators in CSRD schools and districts with evaluation resources. Adding more links could make this infrastructure an even more

effective information dissemination tool. The CRS-Dweb.net site already in place provides opportunities for educators concerned with evaluation to interact with one another and evaluation experts. It appears that creating a new CSRD evaluation site would not be prudent at this time. (SLD)

ED 440 993   TM 030 789
Barley, Zoe
Evaluation Plan of the Mid-continent Research for Education and Learning, FY1996-FY2000.
Mid-Continent Research for Education and Learning, Aurora, CO.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—2000-02-00
Contract—RJ96006101
Note—40p.
Pub Type— Reports - Descriptive (141)
EDRS Price – MF01/PC02 Plus Postage.
Descriptors—Data Collection, *Educational Research, *Evaluation Methods, Evaluation Research, *Information Dissemination, *Planning, *Program Evaluation
Identifiers—*Mid Continent Research for Education and Learning
This evaluation plan, which is updated annually, provides a synthesis of the various evaluation activities of Mid-continent Research for Education and Learning (McREL). During 1999, the fourth year of the Laboratory's contract period with the Office of Educational Research and Improvement, special studies and integrated studies were designed to bridge the fourth and fifth years in order to increase the emphasis on summative or impact evaluation. Needs assessment, formative, and summative evaluations, and quality assurance activities are embedded throughout McREL's 5-year plan of work. Nine studies were planned for the entire 5-year period: (1) evaluation of Laboratory management; (2) evaluation of development and applied research; (3) evaluation of field services; (4) participation in the Nationwide Education Information & Assistance System; (5) evaluation of the Laboratory network program; (6) assistance to the Office of Educational Research and Development; (7) evaluation of specialty area development; (8) evaluation of collaboration; and (9) an integrated Laboratory activity evaluation study. Each of these studies is described, with a description of the specific focuses of component studies that make up the nine major studies. Eleven appendixes contain outlines of some aspects of these component studies. (SLD)

ED 440 994   TM 030 790
Zimmerman, David
Client Satisfaction: A Synthesis for the Year 1999.
Mid-Continent Research for Education and Learning, Aurora, CO.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—2000-03-00
Contract—RJ96006101
Note—12p.
Pub Type— Numerical/Quantitative Data (110) — Reports - Research (143)
EDRS Price – MF01/PC01 Plus Postage.
Descriptors—Conferences, *Evaluation Methods, *Program Evaluation, *Technical Assistance, Workshops
Identifiers—*Client Satisfaction, *Mid Continent Research for Education and Learning, Stakeholders
Mid-continent Research for Education and Learning (McREL), as part of its regular operations, monitors client satisfaction, and seeks to sustain a process of informed decision making in the development and delivery of products and services. This report documents client satisfaction with McREL services as determined by participant evaluations. These evaluations were collected at the conclusion of workshops, conferences, or consultant/technical assistance provided by McREL staff. The report does not include data not collected systematically, such as feedback to staff or thank-you letters. A total of 60 workshops and presentations were considered as data sources, and, of these, 32

events aligned with the client satisfaction study aims. The evaluations after these events indicate that clients have been very satisfied with the services they received from McREL staff. The grand mean of the 6 dimensions of client satisfaction was 3.47 on a 4-point scale, about the same as in 1998, indicating that McREL provided high quality services, and was consistent in the delivery of those services. (SLD)

ED 440 995   TM 030 793
Kim, Seock-Ho Cohen, Allan S.
An Investigation of Ability Estimation in Gibbs Sampling.
Pub Date—2000-04-25
Note—37p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).
Pub Type— Numerical/Quantitative Data (110) — Reports - Research (143) — Speeches/Meeting Papers (150)
EDRS Price – MF01/PC02 Plus Postage.
Descriptors—*Ability, *Bayesian Statistics, *Estimation (Mathematics), Intelligence Tests, Item Response Theory
Identifiers—BILOG Computer Program, *Gibbs Sampling
The ability estimates of Gibbs sampling and the magnitudes of the posterior standard deviations were investigated. Item parameters of the Q-E intelligence test (J. Fraenkel and N. Wallen, 2000) for 44 examinees were obtained using Gibbs sampling, marginal Bayesian estimation, and BILOG. Two normal priors were used in item parameter estimation. Ability estimates were obtained using Gibbs sampling, that is, jointly with item parameter estimates, and compared with estimates from the expected a posteriori method using item parameter estimates obtained from Gibbs sampling, marginal Bayesian estimation, and BILOG. Item parameter estimates were very similar, as were ability estimates, but the patterns of the magnitudes of the posterior standard deviations of ability estimates from Gibbs sampling were different from those based on the expected a posteriori method. (Contains 7 tables, 4 figures, and 45 references.) (Author/SLD)

ED 440 996   TM 030 794
Headrick, Todd C. Sawilowsky, Shlomo S.
Properties of the Rank Transformation in Factorial Analysis of Covariance.
Pub Date—2000-04-00
Note—31p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).
Pub Type— Numerical/Quantitative Data (110) — Reports - Evaluative (142) — Speeches/Meeting Papers (150)
EDRS Price – MF01/PC02 Plus Postage.
Descriptors—*Analysis of Covariance, *Factor Analysis, Factor Structure, Nonparametric Statistics
Identifiers—*Rank Order Transformation, Type I Errors
Real world data often fail to meet the underlying assumption of population normality. The Rank Transformation (RT) procedure has been recommended as an alternative to the parametric factorial analysis of Covariance (ANCOVA). The purpose of this study was to compare the Type I error and power properties of the RT ANCOVA to the parametric procedures in the context of a completely randomized balanced 3 x 4 factorial layout with one covariate. This study was concerned with tests of homogeneity of regression coefficients and interaction under conditional (non)normality. Both procedures displayed erratic Type I error rates for the test of homogeneity of regression coefficients under conditional nonnormality. With all parametric assumptions valid, the simulation results demonstrate that the RT ANCOVA failed as a test for either homogeneity of regression coefficients or interaction due to severe Type I error inflation. The error inflation was most severe when departures from conditional normality were extreme. Also associated with the RT procedure was a loss of power. It is recommended that the RT procedure not be used as

an alternative to factorial ANCOVA despite its encouragement from publishers of statistical software packages. (Contains 19 tables and 38 references.) (Author/SLD)

ED 440 997   TM 030 795
Shapiro, Wendy L.
The Use of Technology To Facilitate the Analysis of a Qualitative Research Study.
Pub Date—2000-04-00
Note—11p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).
Pub Type— Reports - Research (143) — Speeches/ Meeting Papers (150)
EDRS Price – MF01/PC01 Plus Postage.
Descriptors—*Computer Software, *Data Analysis, *High School Students, High Schools, *Qualitative Research, *Research Methodology, Sciences
Identifiers—*Metamorph (Computer Program)
This paper describes the use of a software tool designed to facilitate the analysis of a qualitative research study that required the examination of a large quantity of unstructured text. The Metamorph software program was selected because of its unique nature as a text retrieval tool. The program is able to manipulate data using a systematic structure of pattern matching and set logic. Metamorph was used in a study of collaborative problem solving among 96 high school students using the Moonbase America space science simulation. Metamorph was used to analyze the student logs through its concept-based text retrieval system. As a tool, it allowed the researcher to move through every step of the data refinement process. (Contains 21 references.) (SLD)

ED 440 998   TM 030 796
Heinrich, K. T. Intriligator, B. Kennedy, P. Miller, Regina
Focus Groups: An Innovative Educational, Research and Evaluation Strategy for Professional Schools.
Pub Date—2000-04-00
Note—10p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).
Pub Type— Reports - Research (143) — Speeches/ Meeting Papers (150)
EDRS Price – MF01/PC01 Plus Postage.
Descriptors—*College Faculty, *Educational Research, *Focus Groups, Higher Education, *Research Methodology, *Scholarship
In an interactive symposium, participants (7 male and 15 female college faculty members) were experientially introduced to focus groups by participating in a focus group. They learned key concepts related to focus group research through an exemplar. A research project was described that involved professional college faculty in focus groups that explored how E. Boyer's (1995) expanded definition of scholarship fits their scholarly work. Participants then designed their own focus group projects around issues that require collective action and interaction. After this introduction, it is hoped that participants will conduct focus group research in the future as a step in exploring substantive issues relevant to the profession. (Contains 11 references.) (Author/SLD)

ED 440 999   TM 030 797
Brookhart, Susan M. DeVoge, Jarol G.
Classroom Assessment, Student Motivation, and Achievement in Elementary and Middle School.
Pub Date—2000-04-00
Note—15p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).
Pub Type— Reports - Research (143) — Speeches/ Meeting Papers (150)
EDRS Price – MF01/PC01 Plus Postage.
Descriptors—*Academic Achievement, *Elementary School Students, *Evaluation Methods, Mathematics, *Middle School Students, Mid-

dle Schools, Primary Education, Self Efficacy, Social Studies, Student Attitudes, Student Evaluation, *Student Motivation

Classroom assessment events were studied by investigating students' perceptions of task, self-efficacy, effort, and goal orientations and achievement levels in third-grade language arts and fifth-grade mathematics and social studies. Whether student descriptions differ from one assessment event to the next was also studied. Subjects were students from two third-grade classes and two fifth-grade classes, each with from 13 to 28 students (median 20 students). Observation and survey responses were used to gather data about student perceptions. Findings provide evidence that classroom assessments do differ based on their context, the teachers, the students, the subjects, and the grade levels at which they are used. This theory represents an integration of the concept of the classroom assessment environment with concepts from cognitive psychology explored at the event level. Evidence from this study and preceding investigations suggests that events differ, so that it will be important to develop a large enough catalog of event descriptions to be able to see reliable patterns. (Contains 6 tables and 12 references.) (SLD)

ED 441 000   TM 030 798

Pachnowski, Lynne M. Jurczyk, Joseph P.

Correlating Self-Directed Learning with Distance Learning Success.

Pub Date—2000-02-00

Note—18p.; Paper presented at the Annual Meeting of the Eastern Educational Research Association (23rd, Clearwater, FL, February 16-19, 2000).

Pub Type— Reports - Research (143) — Speeches/ Meeting Papers (150)

EDRS Price – MF01/PC01 Plus Postage.

Descriptors—*Academic Achievement, College Faculty, *College Students, *Correlation, *Distance Education, Higher Education, *School Readiness, *Student Attitudes, Student Evaluation, World Wide Web

Identifiers—*Self Direction

At a large Midwestern university, the distance learning administration has recently found a need to develop a preassessment instrument for its distance learning students. The instrument would be made available to students to help them determine their readiness for the unique nature of distance learning. This study sought to determine whether the student characteristic of self-directedness correlates with student success in Web-based courses, as defined by course grade. The researchers chose to implement the Self-Directed Learning Readiness Scale (SDLRS) (Guglielmino, 1977), a 58-item, 5-point Likert instrument that was e-mailed to all Web-based students. The researchers asked Web-based instructors to provide letter grades for the students and give their assessments of each student's habits and attitudes for success in the course and each student's technical skills. Seventeen students returned completed instruments, and instructors provided data on 39 Web-based students. The results of the study show that self-directedness was not a good indicator of success. The instructors' ratings of students' attitudes and habits was the best indicator, and students' technical skills were a good indicator in a smaller sample in which students' grades were higher. The challenges of gathering data from distance education students are also discussed. (Author/SLD)

ED 441 001   TM 030 799

Molnar, Alex Smith, Philip Zahorik, John

Evaluation Results of the Student Achievement Guarantee in Education (SAGE) Program, 1997-98.

Wisconsin Univ., Madison. School of Education.

Pub Date—1998-12-00

Note—92p.; For the first-year evaluation, see TM 030 800.

Available from—For full text: http://

www.uwm.edu/SOE/centers&projects/sage/.

Pub Type— Reports - Evaluative (142) — Tests/ Questionnaires (160)

EDRS Price – MF01/PC04 Plus Postage.

Descriptors—*Academic Achievement, Achievement Gains, *Class Size, *Disadvantaged Youth, Elementary School Students, Low Income Groups, Poverty, Primary Education, Program Evaluation, State Programs, *Teacher Student Ratio, Teaching Methods

Identifiers—Wisconsin

The Student Achievement Guarantee in Education (SAGE) program is a statewide effort in Wisconsin to increase the academic achievement of children living in poverty by reducing the student-teacher ratio in kindergarten through grade 3 to 15:1. This report is the second of five annual evaluation reports. During the 1997-1998 school year, the SAGE evaluation added 113 second-grade classrooms to the original 30 SAGE schools and the 84 kindergartens, 96 first grades, and 5 mixed grade classrooms studied initially. In 1998-99, the third-grade classrooms at these schools were to be added. Academic achievement will be assessed at these schools through the 2000-2001 school year. The academic achievement of these students was studied through standardized tests administered at grades other than kindergarten. First-grade students in SAGE schools achieved significantly higher scores than students in comparison classrooms in all tested subjects (mathematics, reading, and language arts). Although African American SAGE students scored below comparisons in the pretest, they made significantly larger gains than comparison school students from pretest to post-test. The achievement advantage appeared to continue in grade 2, but did not increase significantly. Interviews with teachers, classroom observations, and teacher logs showed positive aspects of SAGE classrooms. Teachers thought they had greater knowledge of their students with more individualized instruction time, and they were required to spend less time in class management. Instruction was mainly teacher-centered. The implications for smaller class size for instruction and achievement are discussed. The teacher interview guide is attached. (Contains 62 tables and 10 references.) (SLD)

ED 441 002   TM 030 800

Maier, Peter Molnar, Alex Percy, Stephen Smith, Phillip Zahorik, John

First Year Results of the Student Achievement Guarantee in Education Program. Executive Summary.

Wisconsin Univ., Madison. Center for Urban Iniatives and Research.

Pub Date—1997-12-00

Note—85p.; For the 1997-1998 and 1998-1999 evaluations, see TM 030 799 and TM 030 801.

Pub Type— Reports - Evaluative (142)

EDRS Price – MF01/PC04 Plus Postage.

Descriptors—*Academic Achievement, Achievement Gains, *Class Size, *Disadvantaged Youth, Elementary School Students, Low Income Groups, Poverty, Primary Education, Program Evaluation, State Programs, *Teacher Student Ratio, Teaching Methods

Identifiers—Wisconsin

The Student Achievement Guarantee in Education (SAGE) program is a statewide effort in Wisconsin to increase the academic achievement of children living in poverty by eventually reducing the student-teacher ratio in kindergarten through grade 3 to 15:1. During 1995-1996, the Sage program was implemented in 30 schools in 21 school districts. Over the course of the year, it involved 3,614 students and 220 teachers in 190 kindergarten and first-grade classrooms. Other components of the SAGE program are rigorous curriculum, staff development, and the "lighted schoolhouse" program of before and after school activities. Thirty SAGE schools were compared with 16 comparison schools. Standardized test results were used to study the academic achievement of first graders; kindergarten students did not take standardized tests. The program was evaluated through teacher questionnaires and observations. Taken together, teacher interviews, classroom observations, teacher

activity logs, and teacher questionnaires provide a picture of teaching and learning in a 15:1 student-teacher ratio classroom. Discipline and classroom management problems were greatly reduced in SAGE classes, and increased instructional time was available. Although all teachers said some changes had taken place in their instructional approaches, a major change in classroom events was not observed through the school year. Nor was there the swing toward student-centered teaching that might be expected as a result of reduced class size. Teacher and principal responses to questionnaire items about rigorous curriculum and staff development are summarized. Twenty of the SAGE schools reported an increase in participation in lighted schoolhouse activities, and 3 reported a decrease in participation. (Contains 45 tables.) (SLD)

ED 441 003   TM 030 801

Molnar, Alex Smith, Philip Zahorik, John

Evaluation Results of the Student Achievement Guarantee in Education (SAGE) Program, 1998-99.

Wisconsin Univ., Madison. School of Education.

Pub Date—1999-12-00

Note—107p.; For the 1997-1998 evaluation results, see TM 030 799.

Available from—For full text: http:// www.uwm.edu/SOE/centers&projects/sage/.

Pub Type— Reports - Evaluative (142)

EDRS Price – MF01/PC05 Plus Postage.

Descriptors—*Academic Achievement, Achievement Gains, *Class Size, *Disadvantaged Youth, Elementary School Students, Low Income Groups, Poverty, Primary Education, Program Evaluation, State Programs, *Teacher Student Ratio, Teaching Methods

Identifiers—Wisconsin

The Student Achievement Guarantee in Education (SAGE) is a statewide effort in Wisconsin to increase the academic achievement of children living in poverty by reducing the student-teacher ratio in kindergarten through third grade to 15:1. Schools participating in SAGE are also required to implement a rigorous curriculum, provide before- and after-school activities, and implement professional development plans. In 1998-1999, the SAGE evaluation considered 131 kindergarten, 143 first-grade, 143 second-grade, and 139 third-grade classrooms enrolling 2,303 kindergartners, 2,508 first graders, 2,493 second graders, and 2,572 third graders. Academic achievement was measured through achievement tests administered in grades 1, 2, and 3, and case studies were conducted in three SAGE schools. As had been found in 1997-1998, test scores of SAGE and comparison schools for first graders showed statistically higher performance of SAGE students in language arts, mathematics, and total scores. African American students made significantly higher gains through the school year, closing the achievement gap. Results for grades 2 and 3 generally followed the same pattern. Case studies, observations, and teacher and principal questionnaire responses all supported the positive effects of the SAGE program on classroom environment. All SAGE schools were implementing more rigorous curricula, staff development, and the "lighted schoolhouse" activities of before- and after-school programs. (Contains 58 tables and 11 references.) (SLD)

ED 441 004   TM 030 802

Brown, Judith O.

The Unexamined Life Is Not Worth Living: A Case Study of Adults in College Who Developed an Experiential Learning Portfolio Based on Professional Work Experiences.

Pub Date—2000-04-26

Note—64p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000). Co-authors were Jo D. Gallagher, Valeria J. Janesick, and Douglas H. Smith.

Pub Type— Reports - Research (143) — Speeches/ Meeting Papers (150)

EDRS Price – MF01/PC03 Plus Postage.

Descriptors—*Adult Students, *College Students, Education Work Relationship, *Experiential Learning, Higher Education, Interviews,

*Portfolios (Background Materials), Student Attitudes, *Work Attitudes

This study examined the perspectives of eight adult college students who developed experiential learning portfolios based on their experiences in the workplace. Individual interviews were conducted to obtain participants' opinions and attitudes on the development of the experiential learning portfolio. Three major themes emerged from the data. After developing the portfolio, students expressed changes in their understanding of their professional abilities and of themselves in the workplace. Students also better understood the role of work in their lives. A final theme was that of better understanding of how and why students had accomplished what they did in their professional lives. In spite of the diverse backgrounds of these adult students, they shared common experiences in the portfolio process. Findings support the inclusion of the portfolio option in colleges and universities that serve working adults, and they support the assumption that adults learn in a variety of ways both in academic and workplace environments. Two appendixes contain sample parts of a portfolio and guides for portfolio document review. (Contains 55 references.) (SLD)

ED 441 005 TM 030 803
Hansen, David T.
Dewey and the Contours of an Environment for Teaching and Learning.
Pub Date—2000-04-25
Note—22p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).
Pub Type— Reports - Descriptive (141) — Speeches/Meeting Papers (150)
EDRS Price – MF01/PC01 Plus Postage.
Descriptors—*Educational Environment, Educational Philosophy, Elementary Secondary Education, *Learning, *Teacher Role, Teaching Methods
Identifiers—*Dewey (John)

The philosophical anthropology of John Dewey supported his organic picture of democratic life. This paper examines how Dewey's philosophical anthropology informed his conception of the educational environment, with emphasis on Dewey's understanding of how teachers can influence students through the intermediary of the environment. All teaching, Dewey contended, occurs through the medium of the environment of the school and classroom. The environment for successful learning should be simplified, purified, balanced, and steadying. The teacher can best promote learning by working out situations that draw on and extend students' knowledge, insight, curiosity, and more. The educational environment changes with the persons embedded in it, and that includes the teacher. Dewey's perspective on the environment remains timely for teachers and teacher educators. (Contains 18 references.) (SLD)

ED 441 006 TM 030 804
Livingston, Samuel A.
How Well Do SAT Scores Predict Pass/Fail Status on a College-Level Basic Skills Test?
Pub Date—2000-04-00
Note—18p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).
Pub Type— Numerical/Quantitative Data (110) — Reports - Research (143) — Speeches/Meeting Papers (150)
EDRS Price – MF01/PC01 Plus Postage.
Descriptors—College Entrance Examinations, Cutting Scores, Decision Making, Higher Education, Pass Fail Grading, *Prediction, *Preservice Teachers, Teacher Education, *Test Results
Identifiers—Indiana, *Pre Professional Skills Tests, *Scholastic Assessment Tests

This report describes a study conducted in response to a request for help in establishing decision rules for exempting prospective teachers from a proposed statewide testing requirement in Indiana. Having decided to use Scholastic Assessment

Test (SAT) scores as a basis for exempting prospective teachers from the Pre-Professional Skills Test (PPST), the Indiana Professional Standards Board had to decide how high a score to require on each portion of the SAT as a condition for granting exemption. Data were obtained for nearly 35,000 examinees who took the PPST and the SAT. The statistical technique used to estimate the conditional probabilities was logistic regression. The estimated conditional probability of passing PPST reading and mathematics scores for prospective teachers with SAT verbal and mathematics scores ranging from 300 to 700 was determined. These probabilities are presented in table form. (SLD)

ED 441 007 TM 030 805
Kim, Seock-Ho
An Investigation of the Likelihood Ratio Test, the Mantel Test, and the Generalized Mantel-Haenszel Test of DIF.
Pub Date—2000-04-27
Note—44p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).
Pub Type— Numerical/Quantitative Data (110) — Reports - Evaluative (142) — Speeches/Meeting Papers (150)
EDRS Price – MF01/PC02 Plus Postage.
Descriptors—*Item Bias, Item Response Theory, Kindergarten, Performance Based Assessment, Primary Education, Sample Size, *Test Items
Identifiers—Graded Response Model, *Likelihood Ratio Tests, *Mantel Haenszel Procedure

This paper is concerned with statistical issues in differential item functioning (DIF). Four subsets of large scale performance assessment data from the Georgia Kindergarten Assessment Program-Revised (N=105,731; N=10,000; N=1,00; and N=100) were analyzed using three DIF detection methods for polytomous items to examine the congruence among the DIF detection methods. The DIF detection methods were the likelihood ratio test, the Mantel test, and the generalized Mantel-Haenszel test. Results indicated some agreement among the DIF detection methods within each sample and across the samples except for N=100. Because statistical power is a function of the sample size, however, the DIF detection results from extremely large samples are not useful. As alternatives to the DIF detection methods, four model-based indices of standardized impact and four observed-score indices of standardized impact for polytomous items were obtained and compared for N=105,731. (Contains 3 figures, 10 tables, and 55 references.) (Author/SLD)

ED 441 008 TM 030 806
Meloy, Linda L. Deville, Craig Frisbie, David
The Effect of a Reading Accommodation on Standardized Test Scores of Learning Disabled and Non Learning Disabled Students.
Pub Date—2000-04-26
Note—16p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (New Orleans, LA, April 24-28, 2000).
Pub Type— Reports - Research (143) — Speeches/ Meeting Papers (150)
EDRS Price – MF01/PC01 Plus Postage.
Descriptors—*Learning Disabilities, Mathematics, *Middle School Students, Middle Schools, *Reading Aloud to Others, Reading Comprehension, Sciences, *Standardized Tests
Identifiers—Iowa Tests of Basic Skills, *Testing Accommodations (Disabilities)

The effect of the Read Aloud accommodation on the performances of learning disabled in reading (LD-R) and non-learning disabled (non LD) middle school students was studied using selected texts from the Iowa Tests of Basic Skills (ITBS) achievement battery. Science, Usage and Expression, Math Problem Solving and Data Interpretation, and Reading Comprehension were the four tests used. A total of 62 LD-R and 198 regular education middle school students from 2 schools participated. The most significant finding was that both LD-R and non LD students benefited from the Read Aloud test administration condition. It was expected that LD-

R students would score higher in that condition, but it was not expected that non LD students would score higher, at least to the extent that they did. The Read Aloud accommodation provides a benefit to the typical student who receives it beyond the level required to alleviate the effects of a disability. The Read Aloud conditions appear to change the construct being measured for most students relative to that measured under standard conditions. The impact was greatest on the Reading Comprehension test, a test that would not be considered appropriate for such an accommodation. (Contains 3 tables and 21 references.) (SLD)

ED 441 009 TM 030 807
Rogers, Bruce G.
Toward "Constructing" the Concept of Statistical Power: An Optical Analogy.
Pub Date—2000-04-00
Note—6p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).
Pub Type— Reports - Descriptive (141) — Speeches/Meeting Papers (150)
EDRS Price – MF01/PC01 Plus Postage.
Descriptors—College Students, *Concept Formation, Higher Education, *Statistics, *Teaching Methods
Identifiers—*Analogy, *Power (Statistics)

This paper presents a visual analogy that may be used by instructors to teach the concept of statistical power in statistical courses. Statistical power is mathematically defined as the probability of rejecting a null hypothesis when that null is false, or, equivalently, the probability of detecting a relationship when it exists. The analogy involved a group of hikers in desert heat who are faced with the possibility that a pool of water seen by only one hiker is a mirage. Effect size, sample size, and significance level are discussed in terms of the mirage analogy. Type I errors, error variance, and directionality are also discussed in terms of the optical analogy. (SLD)

ED 441 010 TM 030 808
Hyun, Eunsook
How Is Young Children's Intellectual Culture of Understanding Nature Different from Adults?
Pub Date—2000-04-00
Note—8p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).
Pub Type— Information Analyses (070) — Speeches/Meeting Papers (150)
EDRS Price – MF01/PC01 Plus Postage.
Descriptors—*Child Development, Curriculum Development, *Multiple Intelligences, *Perception, Young Children
Identifiers—*Nature

This paper explores the development of the "ecological human brain" in children, children's intellectual culture of "naturalist intelligence," and developmentally and culturally congruent curricula for young children. In early cognitive development, nature-given perception conducts thought. In contrast, for adults, intellectual culture as a way of knowing is mostly based on perception obeying thought. Primary perceptions of children as "bonding" to the earth may tend to disappear if there is no social emotionally-responsive or intellectually-congruent input during the early childhood period. Naturalist intelligence is an example of an intelligence with a critical period in early childhood. Neglecting young children's interests in nature or hindering their curiosity and limiting their exploration throughout childhood can impair cognitive abilities as well as social-emotional development. The biophobic attitudes of adults may teach children to feel fear or to keep their distance from nature. Children's way of knowing nature and constructing knowledge about it should be recognized, validated, and matched with a congruent approach to teaching based on children's curiosity-centered intellectual culture. (Contains 44 references.) (SLD)

ED 441 011   TM 030 809

Miller, Dana L. McVea, Kristine L. S. P. Creswell, John W. Harter, Lynn Mickelson, William McEntarffer, Rob

Engaging High School Students as Co-Researchers in Qualitative Research: Logistical, Methodological and Ethical Issues.

Spons Agency—American Lung Association, New York, NY.

Pub Date—2000-04-24

Note—41p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).

Pub Type— Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price – MF01/PC02 Plus Postage.

Descriptors—Ethics, *High School Students, High Schools, Participation, *Qualitative Research, *Research Methodology, *Researchers, Smoking

This paper explores six phases of a research project designed specifically to engage high school students as co-researchers in a multisite qualitative study exploring perceptions of tobacco use among high school students in four schools. It describes how university researchers collaborated with the high school students and summarizes seven major themes that emerged from the data across the four schools. The primary research team, consisting of a physician, three university faculty members, and two doctoral students, collaborated with 66 high school students in six research phases from recruiting students through writing up the results. The seven themes that emerged from the study were: (1) desensitization to tobacco use because of exposure; (2) reactions to tobacco use; (3) reasons teens smoke; (4) lack of enforcement of school policies; (5) the consequences of smoking; (6) quit attempts; and (7) the lack of media influence. The project illustrates that university faculty can partner with high school students successfully to conduct research projects with students. Implications include the potential for introducing qualitative research into the high school curriculum and the advantages of involving university faculty and high school students in collaborative projects. Appendixes contain a list of steps for qualitative data analysis and an activity guide for involving high school students as co-researchers. (Contains 2 tables and 11 references.) (SLD)

ED 441 012   TM 030 810

Johnson, Deborah L. Jiang, Ying Hong Yoon, Ruth M.

Families in Schools: How Did a Parent Education Program Change Parent Behaviors Related to Student Achievement?

Pub Date—2000-04-00

Note—16p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).

Pub Type— Reports - Evaluative (142) — Speeches/Meeting Papers (150)

EDRS Price – MF01/PC01 Plus Postage.

Descriptors—*Academic Achievement, Elementary Secondary Education, Minority Groups, Parent Child Relationship, *Parent Education, Parent Participation, *Parents, Urban Schools

Families in Schools (FIS) is a pioneering parent education model developed by the Los Angeles Annenberg Metropolitan Project (LAAMP), California, and The Parent Institute for Quality Education. A total of 1,275 parents in 2 large urban school districts participated; 93% were Hispanic, and 36% had less than a high school education. More than 70% had children who qualified for free/reduced price meals. Significant behavior changes resulting from the 9-week class were that both elementary and middle/high school parents talked significantly more often with their children's teachers. Elementary school parents visited classrooms more often, read more with their children, and took their children to the public library more frequently. Middle/high school parents helped more often with homework and attended more school activities. Monthly followup telephone surveys indicated that behavior

changes lasting 90 days for elementary parents were more contact with teachers, and decreased television watching by and more library visits with their children. For middle/high school parents, attendance at school functions remained high. FIS appears to have the techniques and strategies for success. Greater program refinement and consistency could perhaps produce a more lasting impact. (Contains 3 tables and 12 references.) (SLD)

ED 441 013   TM 030 811

Cheek, Dennis W.

A State Accountability System as a Technology of Social Control: The Case of RI.

Pub Date—2000-04-00

Note—17p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).

Pub Type— Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price – MF01/PC01 Plus Postage.

Descriptors—*Academic Standards, *Accountability, Educational Quality, Elementary Secondary Education, *Social Control, State Programs, *State Standards

Identifiers—*Rhode Island

The state of Rhode Island has recently embarked in a new state accountability system for public elementary and secondary education. An overview of the system is provided, coupled with an understanding of accountability systems as technologies of social control. The ramifications of such technologies are discussed along with the costs, benefits, uncertainties, and necessary tensions associated with such systems. The best accountability systems are those that exhibit reflective response to changing contexts and information associated with educational reform. The hardest part is to maintain an appropriate level of tension between state control and direction, and local autonomy and ownership. Rhode Island is attempting to realize this goal. (Contains 38 references.) (SLD)

ED 441 014   TM 030 812

Solomon, David J.

Is It Time To Take the Paper Out of Serial Publication?

Pub Date—2000-04-00

Note—8p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000). In: "Medical Education Online" v4 1999.

Available from—For full text: http://www.med-ed-online.org.

Pub Type— Reports - Evaluative (142) — Speeches/Meeting Papers (150)

EDRS Price – MF01/PC01 Plus Postage.

Descriptors—*Electronic Journals, *Research Reports, Scholarly Journals, *Writing for Publication

The ramifications of shifting from paper to electronic serial publication are discussed in light of the recent National Institutes of Health (NIH) proposal for a comprehensive electronic archive of peer-reviewed and preprint publications. The paper evaluates six concerns that have been expressed about the conversion to a purely electronic journal system and discusses the economic impact and growing tension among authors, publishers, and librarians over scholarly publications. (Contains 19 references.) (Author/SLD)

ED 441 015   TM 030 813

Fuller, Michael L.

Teacher Judgment as Formative and Predictive Assessment of Student Performance on Ohio's Fourth and Sixth Grade Proficiency Tests.

Pub Date—2000-04-00

Note—45p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28,

2000).

Pub Type— Numerical/Quantitative Data (110) — Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price – MF01/PC02 Plus Postage.

Descriptors—Elementary Education, *Elementary School Teachers, Formative Evaluation, *Prediction, Standardized Tests, *Student Evaluation, *Teacher Attitudes, *Test Results

Identifiers—Ohio Fourth Grade Proficiency Test, *Ohio Sixth Grade Proficiency Test

Ninety teachers in grades three through six were asked to judge the likelihood of their students' passing Ohio's Fourth or Sixth Grade Proficiency Tests. Judgment ratings consisted of "likely to pass," "uncertain to pass," or "unlikely to pass." These ratings were collected in January 1998, 3 months prior to the administration of the proficiency tests. Test results were collected the following June. In general, third- and fourth-grade teachers were more accurate in identifying those students who passed than those who failed. Fifth- and sixth-grade teachers were mixed in their judgments. Regardless of teacher grade level, students judged likely to pass had higher mean proficiency scores than those judged uncertain or unlikely to pass. No significant differences were found in teachers' judgments in high-performing schools and low-performing schools. These results show that teacher judgment can serve as a predictive assessment for likely performance on Ohio's Fourth or Sixth Grade Proficiency Tests. Preliminary results are also presented for using teacher judgment as a formative assessment. (Contains 22 tables and 30 references.) (Author/SLD)

ED 441 016   TM 030 814

Student Achievement and Reform Trends in 13 Urban Districts. Executive Summary.

McKenzie Group, Washington, DC.

Pub Date—1999-11-00

Note—6p.

Pub Type— Reports - Research (143)

EDRS Price – MF01/PC01 Plus Postage.

Descriptors—*Academic Achievement, *Academic Standards, *Achievement Gains, *Educational Change, Educational Trends, Elementary Secondary Education, School Districts, School Restructuring, *Urban Schools

To assess the progress of students in large urban school districts and to learn more about major reform initiatives taking place in urban schools, a study of 13 large districts was conducted. Of the 13 districts studied, 10 showed increases in the percentage of elementary school students in the highest poverty schools meeting the district or state proficiency standard in either mathematics or reading. Of these 10, 7 showed a narrowing of the achievement gap between students in the highest poverty and low-poverty schools. Six districts showed increases in the percentage of elementary school students in the highest poverty schools demonstrating improvement in both mathematics and reading, and four showed a narrowing of the achievement gap between high- and low-poverty schools. Districts also showed increases in middle school achievement. Overall, school district administrators claim to be putting in place key accountability policies toward the goals of improving schools and raising achievement. However, administrators admitted that a lack of resources, difficulties in aligning district and state goals and policies, and difficult-to-serve student populations may inhibit success. Administrators from eight of the districts cited recruiting and retaining teachers and providing professional development opportunities as the biggest challenges facing the districts. These urban districts appear to have taken important steps in raising standards and implementing standards-based reforms. (SLD)

ED 441 017   TM 030 815

Schaffner, Monika Burry-Stock, Judith A. Cho, Gyu-Pan Boney, Tracy Hamilton, Gwen

What Do Kids Think When Their Teachers Grade?

Pub Date—2000-04-00

Note—19p.; Paper presented at the Annual Meeting of the American Educational Research As-

sociation (New Orleans, LA, April 24-28, 2000).

Pub Type— Reports - Research (143) — Speeches/ Meeting Papers (150) — Tests/Questionnaires (160)

EDRS Price – MF01/PC01 Plus Postage.

Descriptors—Elementary Secondary Education, Evaluation Methods, *Grades (Scholastic), Grading, *Student Attitudes, Student Evaluation, *Validity

Students' perceptions of assessment activities are the focus of this research. An instrument, Perceptions of Assessment of Teachers by Students, was developed in a primary version (kindergarten through grade 3) with a pictorial scale and a senior version (grades 4 through 12) with a 5-point Likert scale. Fifteen teachers returned the student inventories for 115 children in the primary group and 174 in the senior group (a 43% response rate). In this pilot study, the psychometric qualities of both versions appeared sound. There were discernible differences in grade levels in how students perceive their grades. Overall, students' sense of fairness and their perceived control over their own grades correlated significantly with teachers' self-reported perceptions of competence in assessment. However, analyses suggest that teachers are not asking students about what should be included in the grading process, and they indicate the importance of student perceptions of fairness. To make grading accurate, meaningful, and fair, putting the child into the teaching-testing-grading cycle is critical to understanding the validity of the assessment process. (Contains 1 figure, 4 tables, and 22 references.) (SLD)

ED 441 018   TM 030 816

Thakkar, U. Carragher, B. Carroll, L. Conway, C. Grosser, B. Kisseberth, N. Potter, C. S. Robinson, S. Sinn-Hanlon, J. Stone, D. Weber, D.

Formative Evaluation of Bugscope: A Sustainable World Wide Laboratory for K-12.

Pub Date—2000-04-00

Note—37p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).

Pub Type— Reports - Evaluative (142) — Speeches/ Meeting Papers (150)

EDRS Price – MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Biology, *Computer Assisted Instruction, Educational Technology, Elementary Secondary Education, *Instructional Effectiveness, *Science Education, Teaching Methods

Bugscope is an emerging educational technology project that allows students and teachers across grades K-12 to study insects and other arthropods through remote access and control of an environmental scanning electron microscope from their classroom computers. Teachers and students in 33 schools from 18 states and the U.S. Virgin Islands were selected to participate in the first year of the project. This paper provides an overview and formative evaluation of the project in order to assess its current impact and to guide further development. Evaluation data were received from 3 surveys of 36 teachers selected for the evaluation. Only 29 teachers completed all 3 surveys, and only 2 did not submit any survey responses. About 661 students participated in Bugscope classroom sessions. Results from the first year indicate that Bugscope was successful. Students and teachers had the opportunity to mail in specimens of insects and other arthropods and then study the high magnification images on the microscope, which they controlled remotely from their school computers at a scheduled place and time. Teachers were able to integrate Bugscope into their curricula, and both students and teachers thought the sessions enhanced learning. (Contains 7 figures and 25 references.) (SLD)

ED 441 019   TM 030 817

Kerins, C. Thomas

Performance Assessment on a Platter—But Will Teachers Partake?

Pub Date—2000-04-25

Note—16p.; Paper presented at the Annual Meet-

ing of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).

Pub Type— Reports - Evaluative (142) — Speeches/ Meeting Papers (150)

EDRS Price – MF01/PC01 Plus Postage.

Descriptors—Case Studies, Computer Assisted Instruction, Elementary Secondary Education, *Online Systems, *Performance Based Assessment, Resources, Science Education, *Science Tests, *Teacher Attitudes, Teacher Surveys, *Teachers, Urban Schools

Performance Assessment in Learning Science (PALS) is an on-line (http://www.ctl.sri.com/pals), standards-based, continually updated resource bank of science performance assessment tasks. This paper presents a case study of an urban school district that had an opportunity to access the PALS Web site during the 1999-2000 school year. It details what worked and what did not, and why. The school district comprises 35 schools, kindergarten through high school. About 52% of students live below the poverty level. Teachers from the early grades participated in the case study, with PALS to be introduced at upper grades over the next few years. The district has been implementing Living in the New Computer Oriented Learning 'Nvironment (Project LINCOL'N) for the past 5 years, and the successful use of this project supports science education in the district. After initial enthusiasm, there seemed to be a decline in the use of PALS by teachers, who felt that they did not have the time and patience to go through the necessary searches. Teachers did like the PALS site because it emulates the classic approach of gathering data, making observations, solving a problem, and writing a conclusion. One conclusion from the PALS experience is that district users have to avoid the temptation to use a passive presentation approach. Recommendations are made for improving access to the PALS site and site organization. (SLD)

ED 441 020   TM 030 818

Anderson, Patricia N.

Cost Perception and the Expectancy-Value Model of Achievement Motivation.

Pub Date—2000-04-24

Note—6p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).

Pub Type— Reports - Research (143) — Speeches/ Meeting Papers (150)

EDRS Price – MF01/PC01 Plus Postage.

Descriptors—*Achievement Need, *Costs, *Expectation, *Graduate Students, Graduate Study, Higher Education, Sex Differences, *Student Attitudes, Values

The expectancy-value model of achievement motivation, first described by J. Atkinson (1957) and refined by J. Eccles and her colleagues (1983, 1992, 1994) predicts achievement motivation based on expectancy for success and perceived task value. Cost has been explored very little. To explore the possibility that cost is different from expectancy and exerts its own influence on achievement motivation, 55 graduate students were surveyed about their inclination to attend the conference of the American Educational Research Association, held in their city. They were asked about their expectancy and economic, time, and psychological costs. Cost was a readily identifiable factor in participants' consideration of conference attendance, and the three categories formed distinct concepts for participants. When the attitudes of the seven students who did attend the conference, and those of the seven who thought they would, but did not, were examined, achievement choice of men was seen to be relatively unaffected by value or cost, and achievement choice of women was significantly related to attainment value. (SLD)

ED 441 021   TM 030 819

Littleton, Mark

Accountability in Teacher Education: Systems and Trends.

Pub Date—2000-04-28

Note—14p.; Paper presented at the Annual Meeting of the American Educational Research As-

sociation (New Orleans, LA, April 24-28, 2000).

Pub Type— Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price – MF01/PC01 Plus Postage.

Descriptors—*Accountability, Educational Policy, *Educational Trends, Evaluation Methods, Higher Education, *State Programs, *Teacher Education, Teacher Evaluation, Test Use

This paper is designed to initiate discussion about new educational accountability systems and the implications of these systems for educator preparation. Accountability systems are often developed with little regard to a clear definition of accountability, but once the systems are in place, and states are showing (realistic or political) progress, policymakers move to improve the component parts. One way to improve educational output is the implementation of accountability systems that focus attention on the improvement of educational programs. There appears to be a national movement to tie performance assessment to state accreditation as part of an accountability system for teacher preparation programs. Because of the lack of viable alternatives to standardized testing, policymakers are likely to continue to rely on the use of standardized tests in accountability. The educator accountability system in Texas is one of the first, and it relies on a written examination, the Examination for the Certification of Educators in Texas. Challenges to the Texas system are noted. Another trend seen in accountability systems is towards tying them to student performance. Because the accountability systems are new, data that indicate the effectiveness or impact of these systems are lacking. Policymakers may be faced with decisions that maintain an adequate supply of teachers at the expense of an effective accountability system. (Contains 35 references.) (SLD)

ED 441 022   TM 030 820

Johanson, George A. Osborn, Cynthia J.

Acquiescence as Differential Person Functioning.

Pub Date—2000-04-00

Note—9p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).

Pub Type— Reports - Research (143) — Speeches/ Meeting Papers (150)

EDRS Price – MF01/PC01 Plus Postage.

Descriptors—*Counselors, Reliability, *Responses, *Surveys, *Test Items, Test Results

Identifiers—*Acquiescence

The tendency for some survey respondents to be unreasonably agreeable on attitude measures with an agree-disagree format is typically termed acquiescence, or acquiescent responding (AR). This paper suggests an alternative operational definition of AR plus a statistical test for identifying AR subjects. If positively and negatively phrased items are included in attitude scales to balance the effect of AR, then traditional methods of measuring AR often require computing the difference between the sum of responses to positive items and the sum of (reverse scored) responses to negative items. Large differences are an indication of more AR. Differential person functioning (DPF) can be determined, and AR can be defined as statistically significant DPF between positively and negatively worded item groups. The Theoretical Orientation Scale for Clinicians (TOSC), an inventory of principles of a new therapeutic approach known as solution-focused brief therapy, was completed by 284 counselors (175 usable inventories completed). Thirty-two subjects were identified as "yea sayers," and 8 were identified as "nay sayers." Removing these 40 DPF subjects yielded somewhat improved reliability and factor structure for the scale. The implications of removing DPF subjects from analysis are discussed. (Contains 2 figures and 19 references.) (SLD)

ED 441 023   TM 030 821

Melnick, Steven A. Coyle, H. Elizabeth

Validation of a School Violence Prevention Assessment Tool.

Pub Date—2000-04-25

Note—31p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).

Pub Type— Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price – MF01/PC02 Plus Postage.

Descriptors—Elementary Secondary Education, *Evaluation Methods, *Prevention, Reliability, School Safety, *Teachers, Test Construction, *Validity, *Violence

This paper reports on the development of an empirically valid and reliable assessment instrument that identifies areas of need in violence prevention skills within the student population. The completed instrument should allow a school district to choose a curriculum that aligns with their identified need at each developmentally-appropriate level (primary, intermediate, middle, and high school). A preliminary pool of 46 items was generated by two experts in school violence and reviewed by 52 graduate students who were practicing classroom teachers. A refined 43-item scale was administered to 311 classroom teachers. The overall sample was divided by grade level taught, and a one-way analysis of variance was performed to determine if there were significant differences among levels with respect to their mean scores on each of the seven developed scales. Results indicate that some degree of development adjustment is necessary for violence prevention curricula. The scale should be useful as a dependent measure or covariate in experimental studies and as a trait indicator for descriptive studies of school district violence. An appendix contains the content validity rating form. (Contains 3 tables and 27 references.) (SLD)

ED 441 024   TM 030 822

Fisher, William P. Suttkus, Ramona DiCarlo, Richard

Scaling an Introduction to Clinical Medicine Examination.

Pub Date—2000-04-27

Note—15p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).

Pub Type— Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price – MF01/PC01 Plus Postage.

Descriptors—Higher Education, Medical Education, *Medical Students, *Scaling, *Test Construction

Identifiers—Clinical Competence, *Invariance

This paper shows that a substantial degree of invariance can be attained with an examination not explicitly designed to do so, provides an example of how invariance can be demonstrated through plots, and dispels misconceptions concerning the rigidity of the definition of invariance. Responses of 177 examinees to 94 items of a final examination from an introduction to clinical medicine course were obtained. All data analyses involved fitting a dichotomous two-parameter model via unconditional maximum likelihood estimation and were performed using the WINSTEPS program. Even though the examination was designed by persons untrained in educational measurement, the test item orders achieved a substantial degree of invariance across samples of examinees. The measurement reliabilities closely approximated those predicted by Rasch generalizability theory. The plots of the item difficulty estimates from the separate samples and of the examinee ability estimates obtained from the separate subtests support the use of probabilistic conjoint measurement models and the search for invariance. The study shows that a carefully designed test can achieve a high degree of model fit and thus provide a scientific basis for the practical and convenient inferential advantages that follow from the use of sufficient statistics. (Contains 1 table, 8 figures, and 17 references.) (SLD)

ED 441 025   TM 030 823

Shindler, John V. Nephew, Jason Yang, Harrison Keen, Ann

Examining Practices and Perceptions Related to the Soundness of Process-Based Assessment by Experienced and Inexperienced Teachers.

Pub Date—2000-04-00

Note—29p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).

Pub Type— Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price – MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Elementary Secondary Education, *Performance Based Assessment, *Preservice Teachers, *Student Evaluation, *Teachers, *Teaching Experience

Identifiers—*Process Measures

While the efficacy of performance-based assessment has been fairly well established, the various physiological, theoretical, and practical benefits of process-based forms of performance assessment have not been well explored. This study examined the perceptions and practices of teachers and pre-teachers related to the soundness of process-based forms of assessment. Data were collected in three phases over a 1-year period from: (1) 11 teachers and 5 pre-service teachers; (2) 17 graduate student teachers, 14 graduate pre-service teachers, and 14 undergraduate pre-service teachers; and (3) 35 practicing teachers. Results indicate an interdependent relationship between the soundness of any assessment system and the (teacher)assessment instrument. The level of development of participants' assessment practices was found to be associated with a complex series of factors including experience, perceptions, training, inner dispositions, and the participant's evolving definition of the construct of "sound assessment." Highly evolved practitioners seemed to follow a similar developmental pattern. Process-based forms of assessment were found to be incorporated more by those who understood and appreciated both their value and the many technical considerations for their sound implementation. Implications for practice and professional development are offered. An appendix describes an applied technology process assessment procedure and discusses comparing assessment conditions in terms of soundness. (Contains 1 table and 19 references.) (SLD)

ED 441 026   TM 030 824

Finney, Sara J.

The Meaning of Success for Students in Statistical Methods Courses: A Phenomenological Study.

Pub Date—2000-04-00

Note—28p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).

Pub Type— Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price – MF01/PC02 Plus Postage.

Descriptors—*Graduate Students, Higher Education, *Phenomenology, Social Sciences, *Statistics, *Student Attitudes, *Success

The meaning of success as experienced by students in statistical methods courses was studied. Six social science graduate students who had completed several statistical methods courses were interviewed. The qualitative method of phenomenology was used to understand the essence of success by analyzing the students' experiences and perceptions. The students described success as an accumulation of conceptual knowledge that they are able to apply and communicate to others. They experienced success predominantly in the context of working in study groups. Success was precipitated by, and coupled with, positive feelings such as confidence and happiness. Appendixes contain the study cover letter and a transcribed interview. (Contains 44 references.) (Author/SLD)

ED 441 027   TM 030 825

Finney, Sara J. Smith, Russell W. Wise, Steven L.

The Effects of Judgment-Based Stratum Classifications on the Efficiency of Stratum Scored CATs.

Pub Date—1999-04-00

Note—23p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (Montreal, Quebec, Canada, April 20-22, 1999).

Pub Type— Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price – MF01/PC01 Plus Postage.

Descriptors—*Adaptive Testing, *Classification, *Computer Assisted Testing, *High School Students, High Schools, Item Banks, Mathematics Tests, *Test Construction, Test Items

Identifiers—Stratification

Two operational item pools were used to investigate the performance of stratum computerized adaptive tests (CATs) when items were assigned to strata based on empirical estimates of item difficulty or human judgments of item difficulty. Items from the first data set consisted of 54 5-option multiple choice items from a form of the ACT mathematics assessment. Items from the second data set were drawn from a computerized algebra test with sample sizes of 250 to 300 examinees for each of the 140 options. Each of the 11 judges independently sorted items into difficulty strata for one of the two datasets. It was found that stratum CATs based on empirical item difficulties (both p-values and b-parameters) have increased efficiency and precision relative to a conventional fixed-length test. It was also shown that efficiency and precision increased as the number of strata increased. Also, under certain conditions, the stratum CAT was able to match or exceed the precision and efficiency of the traditional CAT. These findings provide evidence of the promise stratum CATs have as a non-Item Response Theory adaptive testing method that requires minimal item data. The results from the stratum CAT based on human judgment were not promising. Findings suggest that stratum CATs based on human judgments do not provide increased efficiency or precision over a conventional fixed-length test. (SLD)

ED 441 028   TM 030 826

Liu, Kristin Kline Thurlow, Martha Albus, Debra Spicuzza, Richard Minnema, Jane

Linking Student and Programmatic Characteristics to Test Performance: Issues and Solutions.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—2000-04-00

Contract—R279A5011

Note—28p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).

Pub Type— Reports - Evaluative (142) — Speeches/Meeting Papers (150)

EDRS Price – MF01/PC02 Plus Postage.

Descriptors—*Data Collection, Databases, Elementary Secondary Education, *Limited English Speaking, Standards, State Programs, *Student Characteristics, Student Records, *Test Results, *Testing Programs

Identifiers—*Minnesota

This study was conducted to analyze student background characteristics and educational history data that affect participation and performance of non-English language background students, including those with limited English proficiency, on Minnesota's Basic Standards Test. Data were obtained from individual student cumulative files in six schools in two districts with large numbers of non-English language background students. The cumulative files of more than 600 students were examined, but many (17% and 19% in the 2 districts respectively, with up to 100% at 1 school) were not usable. The review of student files resulted in the development of recommendations for better data collection, with the ideal being a computerized database for each school and district to eliminate duplication of records. Also needed are commonly recognized data elements to be collected for all English language learners. Selecting computer software to make sharing information easier is also recommended. Other recommendations center on the use of standardized tests and training for school staff. (Contains 10 references.) (SLD)

ED 441 029 TM 030 827

McGee, Jennifer

Using Linear versus Quadratic Rules in Predictive and Descriptive Discriminant Analysis.

Pub Date—2000-04-21

Note—13p.; Paper presented at the Annual Meeting of the Southwestern Psychological Association (Dallas, TX, April 21, 2000).

Pub Type— Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price – MF01/PC01 Plus Postage.

Descriptors—*Discriminant Analysis, Multivariate Analysis

Identifiers—Covariance Matrices

Both predictive discriminant analysis (PDA) and descriptive discriminant analysis (DDA) require a decision to pool group covariance matrices, or alternatively, to retain separate group covariance matrices when the group covariance matrices are too dissimilar to pool. Pooling the group covariance matrices involves the so-called "linear" rule, generally preferred in predictive and descriptive analysis. Retaining separate group covariance matrices invokes the "quadratic" rule, resulting in a higher hit rate in PDA and a lower lambda in DDA. However, the quadratic rule is influenced by unique sampling error variance, making the generalizability of quadratic results suspect. (Contains 12 references.) (Author/SLD)

ED 441 030 TM 030 828

Sundberg, Barbara J. Stayrook, Nick

"Success for All": An Evaluation of the Title I Program at Four Elementary Schools, 1995-96 through 1997-1998.

Fairbanks North Star Borough School District, AK.

Pub Date—1998-08-04

Note—120p.

Pub Type— Numerical/Quantitative Data (110) — Reports - Evaluative (142) — Tests/Questionnaires (160)

EDRS Price – MF01/PC05 Plus Postage.

Descriptors—*Academic Achievement, *Compensatory Education, Disadvantaged Youth, Elementary Education, Evaluation Methods, Parent Attitudes, Program Evaluation, *Reading Achievement

Identifiers—Elementary Secondary Education Act Title I, *Fairbanks North Star Borough School District AK, *Success for All Program

This report presents results from a 3-year evaluation of the Title I "Success for All" (SFA) schoolwide program being implemented at four elementary schools in the Fairbanks North Star Borough School District, Alaska. SFA meets the criteria of Title I regulations and has a strong reading component with frequent assessments of student progress, individual tutoring, family support, and staff development. The evaluation looks at overall statistical profiles of the Title I schools and overall national percentiles on the California Achievement Test. Parent surveys studied attitudes toward SFA. Results of the evaluation show that Success for All is well-implemented at one school, where students are making good progress in reading. Reading scores at another SFA school are acceptable, but in two of the four schools, reading scores are surprisingly lower than expected. At one of these schools, the staff has implemented the SFA program so successfully that the school has been made a demonstration site, so the low reading scores are especially unexpected. Recommendations are made for future evaluations of SFA schools. Three appendixes contain statistical profiles of the four schools, tables of results from the parent survey, and written comments from the parent surveys. (Contains 46 tables and 9 figures.) (SLD)

ED 441 031 TM 030 830

Fahoome, Gail Sawilowsky, Shlomo S.

Review of Twenty Nonparametric Statistics and Their Large Sample Approximations.

Pub Date—2000-04-00

Note—42p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28,

2000).

Pub Type— Information Analyses (070) — Numerical/Quantitative Data (110) — Speeches/Meeting Papers (150)

EDRS Price – MF01/PC02 Plus Postage.

Descriptors—Monte Carlo Methods, *Nonparametric Statistics, *Sample Size, *Statistical Distributions

Nonparametric procedures are often more powerful than classical tests for real world data, which are rarely normally distributed. However, there are difficulties in using these tests. Computational formulas are scattered throughout the literature, and there is a lack of availability of tables of critical values. This paper brings together the computational formulas for 20 commonly used nonparametric tests that have large-sample approximations for the critical value. Because there is no generally agreed upon lower limit for the sample size, Monte Carlo methods have been used to determine the smallest sample size that can be used with the large-sample approximations. The statistics reviewed include single-population tests, comparisons of two populations, comparisons of several populations, and tests of association. (Contains 4 tables and 59 references.) (Author/SLD)

ED 441 032 TM 030 831

Bashook, Philip

Assessing Clinical Judgment Using Standardized Oral Examinations.

Pub Date—2000-04-00

Note—7p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).

Pub Type— Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price – MF01/PC01 Plus Postage.

Descriptors—Higher Education, Medical Education, *Medical Students, *Standardized Tests, *Test Construction

Identifiers—*Clinical Competence, *Oral Examinations

This paper describes the use of oral examinations to assess the clinical judgment of aspiring physicians. Oral examinations have been used in U.S. medicine since 1917. Currently, 15 member boards of the American Board of Medical Specialties administer 17 different standardized oral examinations to approximately 10,000 physician candidates annually. The oral examination used in specialty certifying examinations is a carefully crafted series of standardized examination sessions or stations similar to a role-play situation. These examinations rely on standardization of examiners and standardization of cases. Several different score approaches are used, but in principle the expectation is to generate as many separable scores as feasible from as many cases as possible. In some, but not all, examinations the cases and examiners are calibrated using item response theory methods. The standardized oral examination is one potential way to measure the clinical judgment of professionals. (Contains 15 references.) (SLD)

ED 441 033 TM 030 832

Chu, Stephanie T. L. Jamieson-Noel, Dianne L. Winne, Philip H.

The Role of Feedback on Studying, Achievement and Calibration.

Pub Date—2000-04-00

Note—8p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).

Pub Type— Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price – MF01/PC01 Plus Postage.

Descriptors—*Academic Achievement, Computer Assisted Instruction, *Feedback, *High School Students, High Schools, *Study

Identifiers—*Calibration, Self Regulation

One set of hypotheses examined in this study was that various types of feedback (outcome, process, and corrective) supply different information about performance and have different effects on studying processes and on achievement. Another set of hypotheses concerned students' calibration, their

accuracy in predicting and postdicting achievement compared to actual achievement and their perceptions of studying compared to actual studying. In the first experimental sessions, students were assigned to corrective feedback (n=22), process feedback (n=21), corrective plus process feedback (n=21), and no feedback (n=19) conditions. Students used a computerized studying tool, PrepMate, and studied a chapter on lightning and storms. In the second session, students used PrepMate to study pumps and then commented on their own studying and achievement. Regardless of the type of feedback students received, findings indicate that students were moderately calibrated between their recalled and actual study tactic, slightly overestimated their use of tactics, and had a small magnitude of judgment error. Results support previous research which indicates that confidence, bias, and discrimination do not change across testing conditions and which implies that students have a general monitoring skill. Results support the notion that self-regulation is an important part of the studying and achievement cycle. Process feedback had no effect on calibration. Possible explanations for this lack of effect are discussed. (Contains 20 references.) (SLD)

ED 441 034 TM 030 833

Rudner, Lawrence M.

Informed Test Component Weighting.

Spons Agency—Maryland State Dept. of Education, Baltimore.

Pub Date—2000-03-20

Note—11p.

Pub Type— Reports - Evaluative (142)

EDRS Price – MF01/PC01 Plus Postage.

Descriptors—Reliability, *Scores, Test Construction, Test Items, Validity

Identifiers—*Weighting (Statistical)

Testing programs that report a single score based on multiple choice and performance components must face the issue of how to derive the component scores. This paper identifies and logically evaluates alternative component weighting methods. It then examines composite reliability and validity as a function of weights, component reliability, component validity, and the correlation of the components. Weighting can make a big difference when combining a highly reliable test, such as a lengthy multiple-choice test, with a less reliable test, such as a short constructed-response test. A rational process that identifies and considers trade-offs in determining weights is suggested. (Contains 1 figure and 12 references.) (Author/SED)

ED 441 035 TM 030 834

Klein, Evelyn R. Stull, Judith

Efficacy of the Multidisciplinary Evaluation for Preschoolers with Suspected Developmental Delays.

Pub Date—2000-04-28

Note—12p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).

Pub Type— Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price – MF01/PC01 Plus Postage.

Descriptors—Child Development, *Cognitive Development, *Developmental Delays, Disabilities, Identification, *Interdisciplinary Approach, *Preschool Children, Preschool Education, *Program Effectiveness, Program Evaluation, Screening Tests

Identifiers—*Screening Programs, Temple University PA

At the Temple University Center for Research in Human Development and Education, Pennsylvania's largest independent multidisciplinary evaluation program, approximately 300 preschool aged children are evaluated annually to determine developmental performance in the areas of cognition, speech-language, gross and fine motor skills, social-emotional development, and adaptive behavior and to make appropriate followup recommendations. This paper presents data from nearly 1,000 children evaluated from 1995 to 1998. Primary referrals come from parents or guardians, usually concerned about speech/language problems. Physi-

cians provided about 16% of primary referrals. In 57% of the cases, physicians neither encouraged nor discouraged evaluation, but suggested that parents follow their own instincts. Parents were found to be most accurate at suspecting speech/language problems and behavioral delays. Findings indicate that 627 of the 661 children (94.9%) referred for speech/language concerns were actually found to present a significant delay warranting therapeutic intervention. Of 350 complaints concerning behavioral issues, 326 children (93.1%) were found to qualify for services. Parents were less accurate at identifying cognitive problems, and least accurate at identifying developmental delays in the areas of adaptive behavior/self-help skills, fine motor, and gross motor abilities. Trends and implications are discussed. A list of tests most widely used in evaluating these children is attached. (Contains 6 figures and 15 references.) (SLD)

ED 441 036   TM 030 835
Yang, Wen-Ling
Analysis of Item Ratings for Ensuring the Procedural Validity of the 1998 NAEP Achievement-Levels Setting.
Spons Agency—ACT, Inc., Iowa City, IA.; National Assessment Governing Board, Washington, DC.
Pub Date—2000-04-00
Contract—ZA97001001
Note—23p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).
Pub Type— Reports - Evaluative (142) — Speeches/Meeting Papers (150)
EDRS Price – MF01/PC01 Plus Postage.
Descriptors—*Academic Achievement, Academic Standards, Civics, *Evaluation Methods, *National Competency Tests, *Scoring, *Test Items, *Validity
Identifiers—*National Assessment of Educational Progress, *Rater Effects, Standard Setting
    The Achievement-Levels Setting (ALS) process for the National Assessment of Educational Progress (NAEP) resulted in numerical cutscores on the NAEP score scale representing the performance standards for three achievement levels: Basic, Proficient, and Advanced. This paper focuses on an important, but less researched, aspect of the standard setting process using an item-rating approach—the patterns and changes in panelists' item ratings. Instead of analyzing the cutpoints based on item ratings, this paper presents analyses of intrarater consistency in item ratings within and across rounds of ratings, reasonableness of panelists' item ratings, and changes in ratings, in relation to cutpoints, across rounds, using the NAEP Civics examination as an example. For the 1998 achievement level setting process, the NAEP incorporated "Reckase" charts to provide extensive and easy-to-understand feedback regarding the consistency of the panelists' own ratings in the Item Response Theory context. Although the impact of Reckase charts on improving intrarater consistency could not be examined directly, Reckase generally indicated that they found the charts to be useful and informative. The analysis findings summarized in this paper are regarded as evidence of the procedural validity for the 1998 ALS process and the safeguard for the validity of the 1998 ALS outcomes. Generally, panelists were able to improve their item ratings over time. The intervention aimed at improving intrarater consistency seemed to be effective, but it was not dominating in driving panelists' subsequent item ratings. (Contains 3 tables, 4 figures, and 13 references.) (SLD)

ED 441 037   TM 030 836
Alvarez, Marino C. Burks, Geoffrey Sotoohi, Goli King, Terry Hulan, Bobby Graham, Adelicia
Students Creating Their Own Thinking-Learning Contexts.
Spons Agency—Tennessee State Univ., Nashville.; National Aeronautics and Space Administration, Washington, DC.
Pub Date—2000-04-00
Contract—NGT-5-40054, NCC-5-96
Note—46p.; Paper presented at the Annual Meet-

ing of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).
Pub Type— Reports - Research (143) — Speeches/Meeting Papers (150) — Tests/Questionnaires (160)
EDRS Price – MF01/PC02 Plus Postage.
Descriptors—*High School Students, High Schools, Interdisciplinary Approach, *Learning, Problem Solving, *Student Attitudes, Summer Programs, *Thinking Skills
    This paper focuses on 2 high school students and their thoughts and feelings as they engaged in a topic of their own choosing during a 2-month summer action research program. Their high school astronomy teacher monitored their choice of topic and progress. The students engaged in authentic tasks and used materials couched in problem-oriented formats within meaningful learning contexts designed to foster thinking and learning. These students worked as a team, but pursued individual paths of inquiry using critical and imaginative thinking and engaged in social and solitary contexts that involved them in writing, intervening, and reflecting on ideas gleaned from conversations and readings (electronic and conventional) with a university educator and an astronomer/educator during their self-directed case-based research. The process engaged students in formal skills such as written communication, literacy, logic, and calculation using an innovative electronic interactive network. Evaluations of timed writings, concept maps, notebook entries, and vee diagrams are presented and discussed. Two appendixes describe the action research project and the scoring criteria for concept maps, and the third presents the survey the students completed. (Contains 5 figures and 39 references.) (Author/SLD)

ED 441 038   TM 030 837
Lai, Morris K. Young, Donald B.
Comprehensive Standards-Based Data Collection: Essential for Valid Assessment of Program Impact.
Pub Date—2000-04-27
Note—30p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).
Pub Type— Reports - Evaluative (142) — Speeches/Meeting Papers (150)
EDRS Price – MF01/PC02 Plus Postage.
Descriptors—*Academic Standards, *Data Collection, Elementary Secondary Education, *Evaluation Methods, *Inservice Teacher Education, *Professional Development, Program Evaluation, *Science Teachers
Identifiers—Impact Evaluation, University of Hawaii Manoa
    To get a valid picture of program impact via comprehensive data collection, combined with a focus on standards, an evaluation of a professional development program for elementary and secondary level teachers of science was carried out at the University of Hawaii at Manoa. This paper presents selected examples from the program evaluation, designed to be both exceptionally comprehensive and focused on standards, and it discusses what the evaluators learned from the overall experience. The Standards-based Teacher Education through Partnerships (STEP) program was designed to empower teachers to become leaders in the standards-based movement. The program evaluation standards of the Joint Committee on Standards for Educational Evaluation were used to guide the evaluation design. Evaluators took a multidimensional assessment approach that included in-class case studies, videotapes of "best lessons," self-reports, in-class observations, student and teacher artifacts, teacher awards and recognitions, portfolios, performance tests, teacher-institute data, and student achievement data. Taking such a broad look at the program ensures that the essence of program impact is identified. Using multiple indicators of the achievement of project objectives allowed the triangulation and inclusion of what otherwise might be "fringe" indicators. Insights from the STEP program are summarized. (Contains 14 figures and 15 references.) (SLD)

ED 441 039   TM 031 205
McLaughlin, Donald Drori, Gili
School-Level Correlates of Academic Achievement: Student Assessment Scores in SASS Public Schools. Research and Development Report.
National Center for Education Statistics (ED), Washington, DC.
Report No. —NCES-2000-303
Pub Date—2000-05-00
Note—75p.
Available from—ED Pubs, P.O. Box 1398, Jessup, MD 20794-1398. Tel: 877-433-7827 (Toll free); Web site: http://nces.ed.gov.
Pub Type— Reports - Evaluative (142)
EDRS Price – MF01/PC03 Plus Postage.
Descriptors—*Academic Achievement, Class Size, Elementary Secondary Education, *Institutional Characteristics, Mathematics Tests, National Surveys, *Public Schools, Reading Tests, School Size, *State Programs, Structural Equation Models, Teacher Attitudes, *Testing Programs
Identifiers—*Schools and Staffing Survey (NCES)
    The Schools and Staffing Survey (SASS), conducted by the National Center for Education Statistics (NCES), offers the most comprehensive picture available of the education system in the United States. The aim of this study is to show the potential value of a linkage between SASS and data on student academic achievement. To achieve this aim, the study matched 1993-1994 SASS data with state reading and mathematics assessment scores for public schools in 20 states, adjusting for between-state differences in achievement scales by using the state-by-state component of the National Assessment of Educational Progress (NAEP). By combining data sources, school-level correlates of student achievement in a broad sample of U.S. schools were identified. The relationship between a variety of SASS school-level responses and average student assessment scores at the school level was modeled. This model, which was applied separately to public elementary (n=1,123), middle (n=496), and secondary (n=595) schools in the 20 states, related a variety of factors to average achievement. The general correlation of the organization of a school with academic performance can be partitioned into factors of school size, average class size, normative cohesion of staff, and teachers' sense of control in school affairs, each of which, other than school size, has multiple measures in the SASS. Three appendixes contain results from structural equation modeling, factors associated with school climate and achievement, and correlations between state reading assessment and NAEP reading school means. (Contains 66 references and 17 tables.) (SLD)

UD

ED 441 040   UD 033 396
Rumberger, Russell W. Larson, Katherine A. Ream, Robert K. Palardy, Gregory J.
The Educational Consequences of Mobility for California Students and Schools. Research Series.
Policy Analysis for California Education, Berkeley, CA.
Report No. —PACE-99-2
Pub Date—1999-03-00
Note—136p.; Sponsored by the Stuart Foundation.
Pub Type— Reports - Research (143)
EDRS Price – MF01/PC06 Plus Postage.
Descriptors—Family Mobility, Secondary Education, *Secondary School Students, *Student Mobility, *Transfer Students
Identifiers—*California
    This study examined three important aspects of student mobility (incidence, consequences, and causes) as they apply to students and schools in California, especially at the secondary level. The study drew on an extensive set of data on California students, parents, and schools that included surveys of 1,114 8th graders followed over 6 years as part of

the National Education Longitudinal Study, surveys of 10th graders in 56 schools (part of the High School Effectiveness Study), interviews with 19 mobile high school students and their parents, and interviews with 32 educators. Mobility rates of California students are generally higher than elsewhere in the United States. Almost 75% of California students made unscheduled school changes between grades 1 and 12, compared to 60% of the rest of the United States. Student mobility is prevalent among all ethnic and immigrant groups in California. Overall, only half of high school changes result from changes in family residence. In fact, students themselves often initiate changes at the high school level. Findings indicate that students suffer psychologically, socially, and academically from mobility. Mobility also has effects on classrooms and schools that must deal with mobile students. Some suggestions are made for reducing student mobility and coping with it when it does occur. An appendix contains tables of study data. (Contains 12 tables, 13 figures, and 67 references.) (SLD)

ED 441 041   UD 033 441

Ford, Barbara E.

Developing and Using Black Cultural Knowledge: Challenges and Opportunities in Teacher Development.

Pub Date—1999-04-00

Note—13p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Quebec, Canada, April 19-23, 1999).

Pub Type— Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price – MF01/PC01 Plus Postage.

Descriptors—*Black Culture, *Black Students, *Cultural Awareness, Culturally Relevant Education, Diversity (Student), Elementary Secondary Education, Higher Education, Inservice Teacher Education, *Knowledge Base for Teaching, Multicultural Education, Preservice Teacher Education, Teaching Experience

Identifiers—*Teacher Knowledge

This study investigated teachers' multicultural knowledge and multicultural professional development; teachers' cultural knowledge and/or professional development specific to children of African descent; professional development that teachers have had which increased their effectiveness in teaching children of African descent; and whether teachers' multicultural knowledge affected their performance/effectiveness in the classroom. The study used a survey, interviews/focus groups with a subset of surveyed teachers, and classroom observations of this subset. Of the 81 participating teachers from five schools, 28 percent were Black, 10 percent were Hispanic, 2.5 percent were Filipino, 1 percent were American Indian, and 33 percent were White. Data analysis indicated that only half of the teachers acquired their knowledge about the education of African American students at the colleges they attended. Only 16 percent indicated having received multicultural education at their college. Most teachers received their knowledge through district inservice, which was generally to get additional state teaching certification. Teachers cited lived experiences before teaching more often than education as contributing to their black cultural knowledge base. Teachers indicated a desire for future professional development related to their African American students. (SM)

ED 441 042   UD 033 452

Ford, Donna Y. Harris, J. John, III

Multicultural Gifted Education. Education and Psychology of the Gifted Series.

Pub Date—1999-00-00

Note—264p.

Available from—Teachers College Press, Columbia University, 1234 Amsterdam Avenue, New York, NY 10027 (paperback: ISBN-0-8077-3850-6, $23.96; clothbound: ISBN-0-8077-3851-4, $50). Tel: 212-678-3963.

Pub Type— Books (010) — Guides - Non-Classroom (055)

Document Not Available from EDRS.

Descriptors—Case Studies, Cultural Awareness, *Diversity (Student), Educational Practices, El-

ementary Secondary Education, *Gifted, *Minority Groups, *Multicultural Education, *Teaching Methods

This book provides a comprehensive and practical resource for raising the expectations and level of instruction for gifted minority students. The volume contains case studies of multicultural gifted education in practice, suggests methods for "best practice" for classroom teachers, supplies sample activities, and provides guidelines and a checklist to evaluate multicultural education programs. The chapters are: (1) "Racially and Culturally Diverse Students and Families"; (2) "Historical and Legal Perspectives on Educating Gifted and Minority Students"; (3) "Multicultural Education and Gifted Education: Goals, Objectives, and Theoretical Perspectives"; (4) "Assessment: Multicultural Considerations"; (5) "Multicultural Curriculum and Instruction"; (6) "Counseling Students from a Multicultural Perspective"; (7) "School Personnel Preparation in Gifted Education and Multicultural Education"; (8) "Minority Families and Gifted Education"; (9) "Research and Evaluation from a Multicultural Perspective"; and (10) "Case Studies and Scenarios for Reflection." Appendixes contain a bibliography of multicultural and gifted resources, sample multicultural activities, and multicultural program evaluation guidelines. (Contains 15 tables, 16 figures, and 264 references.) (SLD)

ED 441 043   UD 033 463

Posadas, Barbara M.

The Filipino Americans. The New Americans Series.

Report No.—ISBN-0-313-29742-8; ISSN-1092-6364

Pub Date—1999-00-00

Note—208p.

Available from—Greenwood Publishing Group, 88 Post Road West, Box 5007, Westport, CT 06881 ($39.95). Tel: 800-225-5800 (Toll Free); Tel: 203-226-3571; e-mail: bookinfo@greenwood.com; Web site: http://www.greenwood.com.

Pub Type— Books (010) — Reports - Descriptive (141)

Document Not Available from EDRS.

Descriptors—*Acculturation, Cultural Awareness, Cultural Differences, Educational Attainment, Employment Patterns, *Filipino Americans, Foreign Countries, High Schools, *Immigrants, Socioeconomic Status, Urban Problems, *Urban Youth

Identifiers—*Philippines

The New Americans Series is designed for high school and general readers who want to know more about immigrant groups. This volume provides an in-depth look at Filipino Americans, who have been projected to be the largest group of Asian Americans by the year 2000. The emphasis is on those who arrived in the United States after 1965. The chapters are: (1) "The Philippines"; (2) "Filipinos in the United States before 1965"; (3) "U.S. Law and Filipino Immigration"; (4) "Filipino Values and Customs in an American Setting"; (5) Creating and Transforming Ethnic and Cultural Identity"; (6) "Economic and Political Power"; (7) "Contemporary Issues among Filipino Americans"; (8) "The Future of Filipino Immigration"; and (9) "Filipino American Identity as American Identity." Two appendixes discuss Filipinos in the U.S. Census and notable Filipino Americans. (Contains 1 map, 5 tables, and 417 references.) (SLD)

ED 441 044   UD 033 464

Do, Hien Duc

The Vietnamese Americans. The New Americans Series.

Report No.—ISBN-0-313-29780-0; ISSN-1092-6364

Pub Date—1999-00-00

Note—168p.

Available from—Greenwood Publishing Group, 88 Post Road West, Box 5007, Westport, CT 06881 ($39.95). Tel: 800-225-5800 (Toll Free); Tel: 203-226-3571; e-mail: bookinf@greenwood.com; Web site: http://www.green-

wood.com.

Pub Type— Books (010) — Reports - Descriptive (141)

Document Not Available from EDRS.

Descriptors—*Acculturation, *Asian Americans, Cultural Awareness, Cultural Differences, Educational Attainment, Employment Patterns, Foreign Countries, High Schools, *Immigrants, Socioeconomic Status, Urban Problems, *Urban Youth, *Vietnamese People

Identifiers—*Vietnam

The New American Series is designed for high school and general readers who want to know more about immigrant groups. This volume explores the history of Vietnamese immigration and analyzes the struggles of Vietnamese Americans to make a better future. Both minor economic success and serious problems are detailed. The chapters are: (1) "Introduction"; (2) "Vietnamese Immigration History"; (3) "Issues in the Vietnamese American Community"; (4) "Employment and Education Trends"; (5) "The Impact of Vietnamese Americans"; and (6) "Conclusion and Future Prospects." (Contains 155 references.) (SLD)

ED 441 045   UD 033 509

Turetsky, Vicki

Realistic Child Support Policies for Low Income Fathers. Kellogg Devolution Initiative Paper.

Center for Law and Social Policy, Washington, DC.

Pub Date—2000-03-00

Note—15p.

Available from—Center for Law and Social Policy, 1616 P Street, NW, Suite 150, Washington, DC 20036-1434 ($0.99). Tel: 202-328-5141; Fax: 202-328-5129. For full text: http://www.clasp.org.

Pub Type— Reports - Evaluative (142)

EDRS Price – MF01/PC01 Plus Postage.

Descriptors—*Child Support, *Fathers, *Low Income Groups, Poverty, *Public Policy, *State Programs, Welfare Services

Identifiers—*Welfare Reform

The mission of the child support program is undergoing a basic shift from welfare cost recovery to helping parents support their children. However, the child support program's reimbursement policies have interfered with states' ability to implement policies to bolster family support. As states assess their capacity to improve their services to low-income parents, there are a number of policies they can consider. These policies include: (1) paying all child support to families on welfare; (2) setting realistic orders for poor fathers; (3) developing arrearage management policies; and (4) implementing case management strategies. By implementing realistic and flexible practices that encourage, rather than inhibit, the payment of regular child support by low-income fathers, child support programs can help low-income families more effectively in sustaining employment, improving family relationships, and supporting the involvement of both parents in their children's lives. (SLD)

ED 441 046   UD 033 510

Ware, Melva Richardson, Lloyd Kim, Jason J.

What Matters in Urban School Reform. How Reform Works: An Evaluative Study of National Science Foundation's Urban Systemic Initiatives. Study Monograph No. 1.

Spons Agency—National Science Foundation, Arlington, VA. Directorate for Education and Human Resources.

Pub Date—2000-03-00

Contract—REC-9874322

Note—61p.; Study conducted by Systemic Research, Inc. In collaboration with Rolf K. Blank, and Pendred Noyce. Assisted by Linda Crasco.

Available from—Systemic Research, Inc., 150 Kerry Place, Norwood, MA 02062. Tel: 781-278-0300; Fax: 781-278-0707. For full text: http://www.systemic.com/publication and http://

www.SIUrbanStudy.org/newspublication.
Pub Type— Information Analyses (070)
EDRS Price – MF01/PC03 Plus Postage.
Descriptors—*Academic Achievement, Curricu-
lum, *Educational Change, Educational Policy,
Educational Research, Elementary Secondary
Education, Literature Reviews, Professional
Development, Program Effectiveness, *Sys-
tems Development, *Urban Schools
Identifiers—*National Science Foundation
This review of selected literature examines the
National Science Foundation's standards-based sys-
temic reform theory in the context of research
reported by science, mathematics, and urban educa-
tion policy experts. This review is specifically con-
cerned with viewing evidence of relationships
among identified change variables that are associ-
ated with fostering high achievement in mathemat-
ics and science of urban and underrepresented
minority students. Four categories of variables are
identified as being useful in studying student
achievement: (1) demographic information; (2) test
data; (3) teacher development; and (4) mathematics
and science curriculum. The review reveals little
researcher agreement regarding variable relation-
ships that might predict a chain of influence from
policy to classroom practice and finally to student
performance. An appendix contains an abstract of
the proposed Urban Systemic Initiative evaluative
study. (Contains 124 references.) (Author/SLD)

ED 441 047   UD 033 511
Stanfield, Rochelle
**The JDAI Story: Building a Better Juvenile
Detention System. Pathways to Juvenile De-
tention Reform. Overview.**
Annie E. Casey Foundation, Baltimore, MD.
Pub Date—1999-00-00
Note—35p.; For other "Pathways to Juvenile De-
tention Reform" reports, see UD 033 512-521.
Available from—Annie E. Casey Foundation, 701
St. Paul Street, Baltimore, MD 21202. Tel:
410-547-6600; Fax: 410-547-6624; Web site:
http://www.aecf.org.
Pub Type— Reports - Descriptive (141)
EDRS Price – MF01/PC02 Plus Postage.
Descriptors—Adolescents, Cooperative Planning,
Delinquency, *Institutional Environment, *Ju-
venile Justice, Living Standards, Youth Prob-
lems
Identifiers—Adjudicated Youth, *Community
Based Programming, *Detention, Juvenile
Crime, Reform Efforts, Reform Strategies
This monograph describes the work of five Juve-
nile Detention Alternatives Initiative (JDAI) sites
designed to streamline and rationalize local juve-
nile detention systems and to reduce overcrowding
in juvenile detention centers, thus improving condi-
tions and saving jurisdictions money in overtime
and additional staff and millions of dollars to con-
struct new facilities. JDAI efforts went against a
popular tide of mounting arrests and skyrocketing
detentions. To meet specific JDAI objectives of sub-
stituting community-based alternatives for confine-
ment in detention centers, participating localities
had to bring a new degree of rationality to systems
lacking such attributes. Each site had to form a cen-
tral coordinating collaborative of government and
nonprofit agencies and officials with a role or inter-
est in juvenile justice. The collaborative process
sparked both procedural and program reforms.
JDAI sites established an array of community-based
programs to meet the needs of different youth.
Overall, the program has been successful. In areas
where the grant is completed, the collaborative
approach remains. The number of youth admitted to
detention centers declined at those sites. Sites made
significant progress in speeding up case processing.
Numerous positive changes were introduced in the
different sites to improve conditions. (SM)

ED 441 048   UD 033 512
Steinhart, David
**Planning for Juvenile Detention Reforms: A
Structured Approach. Pathways to Juvenile
Detention Reform 1.**
Annie E. Casey Foundation, Baltimore, MD.
Pub Date—1999-00-00
Note—74p.; For other "Pathways to Juvenile De-

tention Reform" reports, see UD 033 511 and
UD 033 513-521.
Available from—Annie E. Casey Foundation, 701
St. Paul Street, Baltimore, MD 21202. Tel:
410-547-6600; Fax: 410-547-6624; Web site:
http://www.aecf.org.
Pub Type— Guides - Non-Classroom (055)
EDRS Price – MF01/PC03 Plus Postage.
Descriptors—Adolescents, Cooperative Planning,
Delinquency, Facility Planning, *Juvenile Jus-
tice, Strategic Planning, Youth Problems
Identifiers—Adjudicated Youth, *Detention, Juve-
nile Crime, *Reform Efforts, Reform Strategies
This report is a guide to juvenile detention plan-
ning, based largely on the experiences of Juvenile
Detention Alternatives Initiative (JDAI) sites. Its
eight chapters include: (1) "Why Is Comprehensive
Juvenile Detention Planning Needed?"; (2) "Guid-
ing Principles" (e.g., detention planning must be
based on adequate data, must be collaborative,
should maintain a thematic focus on creating a con-
tinuum of detention options, should be comprehen-
sive, and should be oriented toward action and
practical results); (3) "Getting Started" (e.g., col-
laboration as a key requirement, JDAI planning col-
laboratives, and the effect of administrative
structures on collaborative planning); (4) "Stage
One: Document and Describe the Current Juvenile
Detention System"; (5) "Stage Two: Identify Local
Juvenile Detention Goals"; (6) "Stage Three:
Define the Reformed System"; (7) "Stage Four:
Identify Cost of Reforms, Resources Needed, and
Barriers to Reform"; and (8) "Stage Five: Finalize
and Draft the Action Plan." (Contains 11
resources.) (SM)

ED 441 049   UD 033 513
Feely, Kathleen
**Collaboration and Leadership in Juvenile De-
tention Reform. Pathways to Juvenile Deten-
tion Reform 2.**
Annie E. Casey Foundation, Baltimore, MD.
Pub Date—1999-00-00
Note—47p.; For other "Pathways to Juvenile De-
tention Reform" reports, see UD 033 511-512
and UD 033 514-521.
Available from—Annie E. Casey Foundation, 701
St. Paul Street, Baltimore, MD 21202. Tel:
410-547-6600; Fax: 410-547-6624; Web site:
http://www.aecf.org.
Pub Type— Guides - Non-Classroom (055) — Re-
ports - Descriptive (141)
EDRS Price – MF01/PC02 Plus Postage.
Descriptors—Adolescents, Change Strategies,
*Cooperative Planning, Delinquency, *Juve-
nile Justice, *Leadership, Youth Problems
Identifiers—Adjudicated Youth, *Detention, Juve-
nile Crime, *Reform Efforts, Reform Strategies
This report addresses governance and leadership
prerequisites for implementing specific strategies
essential to juvenile detention reform. Chapter 1,
"Why Are Collaboration and Leadership Essential
to Detention Reform?" discusses principles of col-
laboration and leadership that emerged from the
Juvenile Detention Alternatives Initiative (JDAI).
Chapter 2, "Guiding Principles for Collaboration,"
discusses the importance of seven principles that
emerged from the successes and failures of JDAI
sites. Chapter 3, "Organizing and Sustaining Col-
laboratives," explains the impact of having author-
ity for implementing changes; composition of
detention reform collaboratives; structural deci-
sions; leadership and coordination; the collabora-
tive's tasks (vision, coordinated planning, and
accountability); and sustaining collaboration.
Chapter 4, "Some Leadership Challenges," dis-
cusses such challenges as the limits of judicial
administration, managing risk, lost voices for chil-
dren, and forging community ties. Chapter 5, "Les-
sons Learned," looks at the lessons that JDAI sites
discovered during the programs' implementation:
capacity for change must be built; without a pivotal
leader, the reform will fail; line staff should be
involved early and constantly; collaboration can
create unanticipated alliances and benefits; collabo-
ration looks different in different places; and col-
laboration is power. (SM)

ED 441 050   UD 033 514
Orlando, Frank
**Controlling the Front Gates: Effective Admis-
sions Policies and Practices. Pathways to Ju-
venile Detention Reform 3.**
Annie E. Casey Foundation, Baltimore, MD.
Pub Date—1999-00-00
Note—51p.; For other "Pathways to Juvenile De-
tention Reform" reports, see UD 033 511-513
and UD 033 515-521.
Available from—Annie E. Casey Foundation, 701
St. Paul Street, Baltimore, MD 21202. Tel:
410-547-6600; Fax: 410-547-6624; Web site:
http://www.aecf.org.
Pub Type— Guides - Non-Classroom (055) —
Tests/Questionnaires (160)
EDRS Price – MF01/PC03 Plus Postage.
Descriptors—*Admission Criteria, Adolescents,
Delinquency, *Juvenile Justice, Youth Prob-
lems
Identifiers—Adjudicated Youth, *Detention, Juve-
nile Crime, Reform Efforts, Reform Strategies,
Risk Assessment
This report identifies policies and practices
essential to overcoming problems with admissions
to juvenile detention facilities, using information
from the Juvenile Detention Alternatives Initiative
(JDAI). Chapter 1, "Why Objective Admissions
Policies and Practices Are Critical to Detention
Reform," describes factors contributing to uncon-
trolled detention admissions practices (statutory
language is vague, too many people can bring chil-
dren in, systems often cannot distinguish between
high- and low-risk youth, and systems lack effective
quality controls). Chapter 2, "Principles for Effec-
tive Admissions Policies and Practices," discusses
core principles that are central to the design and
implementation of new admissions practices. Chap-
ter 3, "Elements of a Structured, Objective Admis-
sions Process," focuses on three basic elements:
objective criteria that define eligibility; risk assess-
ment to determine levels of custody required for
detention-eligible youth; and quality control and
oversight to track consistency, accuracy, and out-
comes. Chapter 4, "Lessons Learned," presents key
lessons learned from JDAI sites. Chapter 5, "Get-
ting Started," explains five necessary steps (involve
key stakeholders, examine what other sites have
done, collect data, consider using consultants, and
involve line staff in the change process). A list of
resources and several risk assessment instruments
are included. (SM)

ED 441 051   UD 033 515
DeMuro, Paul
**Consider the Alternatives: Planning and Im-
plementing Detention Alternatives. Path-
ways to Juvenile Detention Reform 4.**
Annie E. Casey Foundation, Baltimore, MD.
Pub Date—1999-00-00
Note—50p.; For other "Pathways to Juvenile De-
tention Reform" reports, see UD 033 511-514
and UD 033 516-521.
Available from—Annie E. Casey Foundation, 701
St. Paul Street, Baltimore, MD 21202. Tel:
410-547-6600; Fax: 410-547-6624; Web site:
http://www.aecf.org.
Pub Type— Guides - Non-Classroom (055) — Re-
ports - Descriptive (141)
EDRS Price – MF01/PC02 Plus Postage.
Descriptors—Adolescents, Delinquency, *Juve-
nile Justice, Youth Problems
Identifiers—Adjudicated Youth, *Alternatives to
Incarceration, *Detention, Juvenile Crime, Pro-
bation (Criminal Justice), Reform Efforts, Re-
form Strategies
This report presents the experiences of and les-
sons learned by Juvenile Detention Alternatives Ini-
tiative (JDAI) sites regarding the development of
effective alternatives to secure detention. Each site
expanded or enhanced its program repertoire as part
of its detention system reform efforts. Chapter 1,
"Why We Need Effective Alternatives to Deten-
tion," discusses reasons for change. Chapter 2,
"Guiding Principles," examines seven fundamental
principles that emerged from JDAI jurisdictions in
developing effective detention alternatives. Chapter
3, "Program Models: Components of a Detention
Continuum," describes three basic program models

for youth held in secure detention prior to a disposition hearing. Chapter 4, "Special Populations," looks at how JDAI sites developed specific program responses for youth held as probation violators and for youth held for adult court processing. Chapter 5, "Design and Implementation Issues," examines who gets into the alternatives, who decides which youth are placed in alternatives and when, how long juveniles should stay in alternatives, the right response to noncompliant behavior, and startup and expanding alternatives. Chapter 6, "Management Issues," discusses various key management issues. Chapter 7, "Getting Started," presents nine recommended steps for developing alternatives. A list of resources is included. (SM)

ED 441 052   UD 033 516
Henry, D. Alan
Reducing Unnecessary Delay: Innovations in Case Processing. Pathways to Juvenile Detention Reform 5.
Annie E. Casey Foundation, Baltimore, MD.
Pub Date—1999-00-00
Note—47p.; For other "Pathways to Juvenile Detention Reform" reports, see UD 033 511-515 and UD 033 517-521.
Available from—Annie E. Casey Foundation, 701 St. Paul Street, Baltimore, MD 21202. Tel: 410-547-6600; Fax: 410-547-6624; Web site: http://www.aecf.org.
Pub Type— Guides - Non-Classroom (055) — Reports - Descriptive (141)
EDRS Price – MF01/PC02 Plus Postage.
Descriptors—Adolescents, Delinquency, *Juvenile Justice, Youth Problems
Identifiers—Adjudicated Youth, Case Processing Systems, *Detention, Juvenile Crime, *Reform Efforts, Reform Strategies

This report discusses how to reduce unnecessary delay in the juvenile justice system, presenting data from the Juvenile Detention Alternatives Initiative (JDAI). Chapter 1, "Why Focus on Unnecessary Delay?" explains the negative effects of unnecessary delays. Chapter 2, "Guiding Principles," examines principles inherent in all case processing reforms undertaken by JDAI sites (e.g., the end goal is not speed, but improved justice; custody levels alone should not drive case processing changes; and no court should be scheduled without a purpose). Chapter 3, "Opportunities for Case Processing Reform," emphasizes specific points in processing delinquency cases where unnecessary delay might occur (post-arrest, the initial appearance, pending adjudication, adjudication to disposition, and disposition to placement). Chapter 4, "System-Wide Efforts," discusses other broader efforts to address unnecessary delays (creating a position dedicated to tracking all cases in the system and expediting those suitable for earlier scheduling and release; focusing specifically on transfer, or waiver, cases tried in adult court; and reviewing all detained cases). Chapter 5, "Lessons Learned," discusses common lessons learned by JDAI sites. Chapter 6, "Getting Started," explains how to begin examining and improving case processing. (Contains 11 references and resources.) (SM)

ED 441 053   UD 033 517
Burrell, Sue
Improving Conditions of Confinement in Secure Juvenile Detention Centers. Pathways to Juvenile Detention Reform 6.
Annie E. Casey Foundation, Baltimore, MD.
Pub Date—1999-00-00
Note—57p.; For other "Pathways to Juvenile Detention Reform" reports, see UD 033 511-516 and UD 033 518-521.
Available from—Annie E. Casey Foundation, 701 St. Paul Street, Baltimore, MD 21202. Tel: 410-547-6600; Fax: 410-547-6624; Web site: http://www.aecf.org.
Pub Type— Guides - Non-Classroom (055) — Reports - Descriptive (141)
EDRS Price – MF01/PC03 Plus Postage.
Descriptors—Adolescents, Change Strategies, Delinquency, Inspection, *Institutional Environ-

ment, *Juvenile Justice, *Living Standards, Quality Control
Identifiers—Adjudicated Youth, *Detention, Juvenile Crime, *Reform Efforts

This report discusses lessons learned by the Juvenile Detention Alternatives Initiative (JDAI) about improving and maintaining safe, humane institutions. Chapter 1, "Why Focus on Conditions of Confinement?" explains that many facilities do not meet minimum standards of care, and discusses the role of institutional conditions and links between conditions and detention reform. Chapter 2, "Guiding Principles for Conditions Work," presents seven principles essential to JDAI success. Chapter 3, "Framework for Assessing Conditions of Confinement," explains the development of an assessment instrument and onsite inspections. Chapter 4, "Improving Conditions in Juvenile Detention Facilities," presents essential elements for success (e.g., merging policy and practice, ensuring uniformity in systems, using data to improve conditions, developing knowledgeable facility administrators, changing key players' behaviors, responding to changing conditions, collaborating, and establishing reasonable expectations). Chapter 5, "Getting Started," addresses steps needed to develop an assessment process that leads to improved institutional conditions and practices (e.g., choosing the conditions assessment team, creating an assessment instrument, training the team, conducting the assessment, and using the assessment to improve conditions). Chapter 6, "Final Remarks on Improving Conditions and Sustaining Change," wraps up the monograph. A list of resources is included. (Contains 26 references.) (SM)

ED 441 054   UD 033 518
Busch, Deborah
By the Numbers: The Role of Data and Information in Detention Reform. Pathways to Juvenile Detention Reform 7.
Annie E. Casey Foundation, Baltimore, MD.
Pub Date—1999-00-00
Note—52p.; For other "Pathways to Juvenile Detention Reform" reports, see UD 033 511-517 and UD 033 519-521.
Available from—Annie E. Casey Foundation, 701 St. Paul Street, Baltimore, MD 21202. Tel: 410-547-6600; Fax: 410-547-6624; Web site: http://www.aecf.org.
Pub Type— Guides - Non-Classroom (055) — Reports - Descriptive (141)
EDRS Price – MF01/PC03 Plus Postage.
Descriptors—Adolescents, Computers, *Data Collection, Data Interpretation, Delinquency, Information Systems, Information Utilization, *Juvenile Justice, Strategic Planning, Youth Problems
Identifiers—Adjudicated Youth, *Detention, Juvenile Crime, *Reform Efforts, Reform Strategies

This report examines how Juvenile Detention Alternatives Initiative (JDAI) sites used data to plan reforms and assess reform success, noting where and how they gathered data. Chapter 1, "The Need for Data," discusses: assessing data utilization, using data to enhance communication, and using this report to support reform. Chapter 2, "Guiding Principles," presents five principles: system reform is about decisions; focus on issues that can be changed; good programs and policies need good data; a computer is a tool; and an information system is never finished. Chapter 3, "Using Data for Planning and Assessment: Examples," describes how one JDAI site answered questions such as: "Who is coming into the juvenile justice system?" "Who is in detention?" "How long does it take to process cases?" "How are minorities and nonminorities treated?" and "What results can be expected from reform?" Chapter 4, "Supporting Day-to-Day Operations with Technology: Examples," discusses interim steps and longer-term solutions. Chapter 5, "Lessons Learned," explains how essential good data are to planning processes. Chapter 6, "Getting Started," discusses data for planning and assessment and information systems supporting day-to-day work. (Contains 11 resources.) (SM)

ED 441 055   UD 033 519
Steinhart, David
Special Detention Cases: Strategies for Handling Difficult Populations. Pathways to Juvenile Detention Reform 9.
Annie E. Casey Foundation, Baltimore, MD.
Pub Date—1999-00-00
Note—58p.; For other "Pathways to Juvenile Detention Reform" reports, see UD 033 511-518 and UD 033 520-521.
Available from—Annie E. Casey Foundation, 701 St. Paul Street, Baltimore, MD 21202. Tel: 410-547-6600; Fax: 410-547-6624; Web site: http://www.aecf.org.
Pub Type— Guides - Non-Classroom (055) — Reports - Descriptive (141)
EDRS Price – MF01/PC03 Plus Postage.
Descriptors—Adolescents, Delinquency, *Juvenile Justice, Youth Problems
Identifiers—Adjudicated Youth, *Detention, Juvenile Crime, *Probation (Criminal Justice), Reform Efforts, Reform Strategies

This report discusses strategies for handling difficult juvenile detention populations (warrant cases, probation violators, and post-adjudication detention). It offers strategies used in the Juvenile Detention Alternatives Initiative (JDAI) sites and in other jurisdictions to reduce unnecessary detention in these special cases. Chapter 1, "Why Focus on 'Special' Detention Cases?" introduces the issue. Chapter 2, "Minors Detained on Warrants," looks at the nature and extent of the problem and presents JDAI strategies and solutions for minors with warrants. Chapter 3, "Minors Detained on Probation Violations," focuses on the nature and extent of the problem and offers JDAI strategies and solutions for juvenile probation violators. Chapter 4, "Minors in Post-Adjudication and Post-Disposition Detention," reviews problems between the adjudication and the disposition hearings and examines post-disposition detention time spent by children waiting for (or returned from) out-of-home placement. Chapter 5, "Lessons Learned," discusses lessons JDAI sites learned (e.g., remedies must be linked to adequate data and analysis of the problem population, detention reform jurisdictions have produced models worth replicating, and strategies for controlling special detention cases are not necessarily costly). A list of resources is included. (SM)

ED 441 056   UD 033 520
Schwartz, Robert G.
Promoting and Sustaining Detention Reforms. Pathways to Juvenile Detention Reform 11.
Annie E. Casey Foundation, Baltimore, MD.
Pub Date—1999-00-00
Note—47p.; For other "Pathways to Juvenile Detention Reform" reports, see UD 033 511-519 and UD 033 521.
Available from—Annie E. Casey Foundation, 701 St. Paul Street, Baltimore, MD 21202. Tel: 410-547-6600; Fax: 410-547-6624; Web site: http://www.aecf.org.
Pub Type— Guides - Non-Classroom (055) — Reports - Descriptive (141)
EDRS Price – MF01/PC02 Plus Postage.
Descriptors—Adolescents, Change Strategies, Delinquency, *Juvenile Justice, State Legislation, Youth Problems
Identifiers—Adjudicated Youth, *Detention, Financial Benefits, Juvenile Crime, *Reform Efforts

This report explores how Juvenile Detention Alternatives Initiative (JDAI) sites promoted and sustained detention reforms in their jurisdictions. Chapter 1, "Why Promoting and Sustaining Detention Reform are Important," introduces the issue. Chapter 2, "Promoting Reform," discusses how to establish the need for reform, build support for reform, name the effort to reach different audiences, use data to build support for reform, promote support for reform within the system, train to promote detention reform, and develop a communications strategy. Chapter 3, "Sustaining Reform," explains how to handle leadership transitions, maintain shared values, use data constructively, train to sustain reform, put reform into legislation, make a fiscal case for reform, create tools to sustain reform, and institutionalize policies, practices, and

162   Document Resumes

positions. Chapter 4, "Lessons Learned," presents seven lessons learned by JDAI sites (e.g., collaboration is needed to build consensus, a reform initiative cannot endure if it is only a top-down enterprise, those who promote reform must be aware that they are sending their messages to many publics, and changing a culture takes time and requires constant vigilance). A resource list is included. (SM)

ED 441 057   UD 033 521
Bishop, Donna M. Griset, Pamala L.
Replicating Detention Reform: Lessons from the Florida Detention Initiative. Pathways to Juvenile Detention Reform 12.
Annie E. Casey Foundation, Baltimore, MD.
Pub Date—1999-00-00
Note—49p.; For other "Pathways to Juvenile Detention Reform" reports, see UD 033 511-520.
Available from—Annie E. Casey Foundation, 701 St. Paul Street, Baltimore, MD 21202. Tel: 410-547-6600; Fax: 410-547-6624; Web site: http://www.aecf.org.
Pub Type— Guides - Non-Classroom (055) — Reports - Descriptive (141)
EDRS Price – MF01/PC02 Plus Postage.
Descriptors—Adolescents, Delinquency, *Juvenile Justice, Local Government, Political Influences, State Legislation, Youth Problems
Identifiers—Adjudicated Youth, *Detention, Florida, Juvenile Crime, *Reform Efforts, Reform Strategies
This report describes lessons learned from the Broward Detention Initiative (BDI) in Broward County, Florida, a successful detention reform effort that led to attempts at replication. Chapter 1, "The Predecessor Program: The Broward Detention Initiative," explains key factors in BDI's success (e.g., the site was ready, problems were effectively assessed, clear goals and objectives were developed, existing and new alternatives were used, and mechanisms were built to reinforce reforms). Chapter 2, "The Political Winds Shift," examines political events during the years between the BDI and the Florida Detention Initiative (FDI), which included passing the 1990 Juvenile Justice Reform Act, developing a more conservative political environment, and passing the 1994 Juvenile Justice Reform Act. Chapter 3, "The Replication Project: The Florida Detention Initiative," presents issues surrounding implementation of the FDI: sites selected, goals developed, technical assistance and training provided, local partnerships forged, statutes limited options, external pressure for reform limited, goal ambiguity hindered progress, lack of FDI organization at the local level occurred, role of the Center for the Study of Youth Policy in local sites diminished, and data collection and research not prioritized. Chapter 4 "Florida Detention Initiative Outcomes," examines outcomes in three Florida locations. Chapter 5, "Lessons Learned," presents 13 lessons learned through this experience. (SM)

ED 441 058   UD 033 523
Hsia, Heidi M. Beyer, Marty
System Change through State Challenge Activities: Approaches and Products. Juvenile Justice Bulletin.
Department of Justice, Washington, DC. Office of Juvenile Justice and Delinquency Prevention.
Report No. —NCJ-177625
Pub Date—2000-03-00
Note—13p.
Pub Type— Reports - Descriptive (141)
EDRS Price – MF01/PC01 Plus Postage.
Descriptors—*Adolescents, Elementary Secondary Education, *Juvenile Justice, *Program Development, *Systems Development, Young Adults
Identifiers—Juvenile Justice Delinquency Prevention Act 1974
The call for systems change in juvenile justice is a response to serious and pervasive problems throughout the existing system. Congress has responded to some of these problems by enacting the State Challenge Activities program under Title II of the Juvenile Justice and Delinquency Prevention Act of 1974. This program provides incentives for states that want to improve their juvenile justice systems by developing, adopting, or improving pro-

grams and policies in 1 or more of 10 specified Challenge areas. One of these challenge activities calls for developing alternatives to school suspension and expulsion. In conjunction with initiatives that deal more directly with alternatives to incarceration and aftercare services for juveniles leaving the justice system, this challenge activity represents systems change. Some of the approaches used by states to bring about systems change are outlined. Among these approaches is the development of curricula on gender-specific issues for juvenile justice personnel and service providers and female offenders. It is expected that schools can play significant roles in the partnerships that will be necessary to bring about systems change. (SLD)

ED 441 059   UD 033 525
Boykin, A. Wade Bailey, Caryn T.
The Role of Cultural Factors in School Relevant Cognitive Functioning: Description of Home Environmental Factors, Cultural Orientations, and Learning Preferences. Report No. 43.
Center for Research on the Education of Students Placed At Risk, Baltimore, MD.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—2000-04-00
Contract—R-117-D40005
Note—31p.; For report No. 42, see UD 033 483.
Available from—For full text: http://www.csos.jhu.edu.
Pub Type— Reports - Research (143)
EDRS Price – MF01/PC02 Plus Postage.
Descriptors—*Black Students, Cognitive Processes, *Cognitive Style, *Cultural Differences, Elementary Secondary Education, *Family Environment, Motion, Performance Factors
Identifiers—African Americans, Communality
This report examines certain home cultural factors, cultural orientations, and learning preferences of African American school children from low-income backgrounds in order to document the relationship of prior cultural socialization experiences to enhanced cognitive, performance, and motivational outcomes. A conceptual basis is suggested for the ways certain Afro-American cultural themes (Movement, Communalism, and Verve) are transmitted and acquired in low-income African American children's proximal experiences outside of school and the consequences of such acquisitions on the children's orientation and preferences for learning. Subjects were 18 second graders, 40 third graders, and 40 fifth graders for the studies of communalism and movement, and 25 third graders and 40 fifth graders for the study of students' verve. The report documents the cultural integrity residing in the experiences of African American children from low-income backgrounds and offers ways to build on these assets proactively to enhance school achievement. (Contains 12 tables and 29 references.) (Author/SLD)

ED 441 060   UD 033 526
Newman, Sandra J. Harkness, Joseph
The Long Term Effects of Housing Assistance on Self-Sufficiency. Final Report.
Department of Housing and Urban Development, Washington, DC. Office of Policy Development and Research.; Johns Hopkins Univ., Baltimore, MD. Inst. for Policy Studies.; Urban Inst., Washington, DC.
Spons Agency—Ford Foundation, New York, NY.; Rockefeller Foundation, New York, NY.
Pub Date—1999-12-00
Note—114p.
Pub Type— Reports - Research (143)
EDRS Price – MF01/PC05 Plus Postage.
Descriptors—Adults, *Children, *Educational Attainment, Federal Aid, *Housing, *Income, Poverty, State Aid, Tables (Data), *Welfare Recipients, Welfare Services, Young Adults
Identifiers—*Self Sufficiency
This study investigated the effects of housing assistance received by children between the ages of 10 and 16 at some point during the period 1968-1982 on four outcomes experienced in adulthood: (1) welfare receipt between ages 20-27; (2) earnings above poverty between ages 25-27; (3) total

earnings between 25-27; and (4) educational attainment at age 27. The impacts of public housing and privately owned assisted housing built or rehabilitated using federal government subsidies were studied using information from the Panel Study of Assisted Housing Database. The most significant finding is that public housing does not have detrimental effects on the long-term self-sufficiency outcomes of youth. The worse outcomes experienced by children who spend some time in public housing when compared to those who did not have assisted housing experience were a result of differences in family background, not housing assistance. There was some evidence that public housing may have positive effects on a child's long-term self-sufficiency, and there was also some evidence that public housing has a stronger positive effect on the most disadvantaged children. Housing assistance appears to have no effect on high school graduation, but it is associated with a 12 percentage point increase in the probability of a youth having some postsecondary education. Six appendixes discuss methodologies and some aspects of public housing impact. (Contains 40 tables and 39 references.) (SLD)

ED 441 061   UD 033 527
The Real Facts of Life for Children of Color in Washington State.
Washington Univ., Seattle. Human Services Policy Center.
Spons Agency—Annie E. Casey Foundation, Baltimore, MD.; Boeing Co., Seattle, WA.; Washington State Dept. of Social and Health Services, Seattle. Div. of Alcohol and Substance Abuse.
Pub Date—2000-00-00
Note—52p.
Available from—Human Services Policy Center, Daniel J. Evans School of Public Affairs, University of Washington, Box 353060, Seattle, WA 98195 ($3.50). Tel: 206-685-7613. For full text: http://hspc.org.
Pub Type— Numerical/Quantitative Data (110) — Reports - Descriptive (141)
EDRS Price – MF01/PC03 Plus Postage.
Descriptors—*Children, *Disadvantaged Youth, Economic Factors, Elementary Secondary Education, Ethnic Groups, Financial Support, *Health, *Minority Groups, *Racial Differences, Urban Youth
Identifiers—*People of Color, *Washington
This report presents the conditions of children of color in the state of Washington, with statistics about economic support, health, and safety. Comments from leaders of color and other true stories help explain the situations reflected by the numerical data. It is important to note that most children of color in Washington live in solid families with more than one adult present and working, often at multiple low-paying jobs. However, differences in wages, benefits, and business opportunities produce great disparities of income and wealth between white people and children of color. Educational disparities are also apparent. Across grade levels, about 15% fewer students of color are meeting basic standards for mathematics, writing, and reading, than do white students. The problem is acute for African American, Hispanic American, and Native American children. Research shows that teachers often have lower expectations for students of color, and that curriculum and learning materials often do not reflect the diversity of students. Recognizing that educational gaps reflect what is happening in families and communities as well as in schools, leaders of color suggest that schools partner with community organizations to earn the trust of parents. There is also a need to recruit teachers of color to give students role models and to reduce the culture gap in schools. (Contains 67 graphs.) (SLD)

ED 441 062   UD 033 528
Ventura, Stephanie J. Curtin, Sally C. Mathews, T. J.
Variations in Teenage Birth Rates, 1991-98: National and State Trends.
National Center for Health Statistics (DHHS/

PHS), Hyattsville, MD.
Pub Date—2000-04-24
Contract—DHHS-PHS-2000-1120
Note—20p.
Available from—National Center for Health Statistics, 6525 Belcrest Road, Hyattsville, MD 20782-2003. Tel: 301-458-4636; e-mail: nchsquery@cdc.gov; Web site: http://www.cdc.gov/nchs.
Journal Cit—National Vital Statistics Reports; v48 n6 Apr 24, 2000
Pub Type— Collected Works - Serials (022) — Numerical/Quantitative Data (110) — Reports - Descriptive (141)
EDRS Price – MF01/PC01 Plus Postage.
Descriptors—*Adolescents, Age Differences, *Birth Rate, *Minority Groups, *Racial Differences, Tables (Data), Urban Youth, Young Adults

This report presents national birth rates for teenagers for 1991-1998 and the percent change from 1991 to 1998. State-specific teenage birth rates by age, race, and Hispanic origin for 1991 and 1998, and the percent change, 1991 to 1998, are also presented. Tabular and graphical descriptions of the trends in teenage birth rates for the United States and each state are discussed by age, race, and Hispanic origin of the mother. Birth rates for teenagers 15 to 19 years old declined nationally between 1991 and 1998 for all age and race and Hispanic origin populations, with the steepest declines recorded for Black teenagers. State-specific rates fell significantly in all states for ages 15 through 19 years. Declines ranged from 10 to 38%. In general, rates by state fell more for younger than older teenagers, ranging by state from 10 to 46% for ages 15 to 17 years. Statistically significant reductions for older teenagers ranged from 3 to 39%. Reductions by state were largest for black teenagers 15 to 19 years, with rates falling 30% or more in 15 states. Among the factors accounting for these declines are decreased sexual activity, increased condom use, and the adoption of the implant and injectable contraceptives. (SLD)

ED 441 063   UD 033 530
Casserly, Michael Williams, Adriane Lewis, Sharon
Adequate State Financing of Urban Schools.
  Part I: An Analysis of Funding to the Philadelphia Public Schools.
Council of the Great City Schools, Washington, DC.
Pub Date—1998-05-00
Note—41p.; For Part II, see UD 033 531.
Pub Type— Reports - Evaluative (142)
EDRS Price – MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—Academic Achievement, *Educational Finance, Elementary Secondary Education, Financial Support, *High Achievement, *Resource Allocation, *School Districts, *Urban Schools
Identifiers—Pennsylvania, *Philadelphia School District PA

This report examines school funding concerns in Pennsylvania and how they affect Philadelphia schools and, to some extent, the schools of Pittsburgh. The report presents a new way to look at issues of school funding equity and adequacy by trying to link the debates over high standards and the opportunity to meet them by defining adequacy around the resources of the highest achieving, rather than highest spending, school districts. The report takes a close look at how Pennsylvania funds the Philadelphia schools and what might be considered adequate, but it does not consider issues of breaking up or taking over the schools. Findings show that Philadelphia schools are much more like schools in other large cities across the United States than they are like any other school systems in Pennsylvania except Pittsburgh and Chester-Upland. The report demonstrates the strong relationship between student achievement and poverty, race, and funding. Findings clarify the nature and locus of imbalances in resources available for educating children in Philadelphia compared with children in the suburbs and elsewhere in the state. Data show how the Philadelphia public schools spend their scarce resources, and they also show that the pre-

dictably low levels of achievement nevertheless represent substantial improvements since 1995-1996 due to many reforms instituted by the city. (Contains 9 tables, 4 figures, 21 endnotes, and 31 references.) (SLD)

ED 441 064   UD 033 531
Casserly, Michael Williams, Adriane Lewis, Sharon
Adequate State Financing of Urban Schools.
  Part II: A Proposal for Funding Pennsylvania's Public Schools.
Council of the Great City Schools, Washington, DC.
Pub Date—1998-06-00
Note—52p.; For Part I, see UD 033 530.
Pub Type— Opinion Papers (120)
EDRS Price – MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—Academic Achievement, *Educational Finance, Elementary Secondary Education, Financial Support, *High Achievement, *Resource Allocation, *School Districts, *Urban Schools
Identifiers—Pennsylvania, *Philadelphia School District PA

The Council of the Great City Schools proposes that Pennsylvania overhaul the formula for funding its public schools in order to provide Philadelphia and other poor and minority communities with resources equivalent to those in the highest achieving school districts in the Commonwealth of Pennsylvania. The proposal has two goals: (1) to propose a specific funding formula that would close identified school financing gaps; and (2) to provide an approach for considering variations on this proposed funding formula that would address equity issues. The proposal is based on a school finance adequacy model introduced in this report. The model that is the basis of the proposal calculates the revenue levels of the highest performing school districts and adjusts enrollment according to student poverty, English proficiency, and disability. The model then determines the share of adequate funding that the state and each local community would provide. The proposal uses data from the 1995-1996 school year; the most recent data available to the public. Although the proposal does not address the issue of property taxes or any other taxation method to support public education, it does address the regressive effect of property taxes by lessening their influence. Appendixes contain draft legislation to implement the proposed funding formula and a chart of proposed effects for state school districts. (SLD)

ED 441 065   UD 033 532
Uriarte, Miren Chavez, Lisa
Latino Students and the Massachusetts Public Schools.
Massachusetts Univ., Boston. Mauricio Gaston Inst. for Latino Community Development and Public Policy.
Pub Date—2000-03-00
Note—27p.
Pub Type— Reports - Evaluative (142)
EDRS Price – MF01/PC02 Plus Postage.
Descriptors—*Academic Achievement, *Dropouts, Educational Change, Enrollment, *Hispanic American Students, *Outcomes of Education, *Public Schools, Student Characteristics
Identifiers—*Latinos, *Massachusetts

This report presents basic data about Latino students in the public schools of Massachusetts. Recent population data on Latino youth and public school enrollment are presented, highlighting the areas of the Commonwealth of Massachusetts where Latinos are densely concentrated. The report then considers the achievement of Latino students in the schools, highlighting recently published cohort dropout data and Massachusetts Comprehensive Assessment Test (MCAS) results for Latinos. The report also looks at the after-school plans of Latino graduates. Among all Massachusetts youth 19 years of age or younger, Latinos represent 8.8%. In 1997, 92,306 Latino students were enrolled in public schools in Massachusetts, accounting for 9.7% of the total number of children enrolled in grades K-12. Projections show that 29% of Latino

students that began ninth grade in 1998 are at high risk of dropping out, a rate almost 3 times that of White students. The high rates of school dropout for Latino children are a grave concern for parents and educators. As is true for dropout rates, the outcomes of Latino students on standardized tests are the worst in the state. Latinos appear to be the group most vulnerable to the negative outcomes predicted to result from the use of high-stakes standardized tests. Latino students would benefit greatly from true educational reform, but they will bear the highest burden as the process of reform becomes institutionalized. As new requirements, especially reliance on the MCAS, are implemented, many Latino students will not be able to obtain a high school diploma, and dropout rates may also increase. (Contains 12 figures, 4 tables, and 27 endnotes.) (SLD)

ED 441 066   UD 033 533
Herrera, Carla Sipe, Cynthia L. McClanahan, Wendy S.
Mentoring School-Age Children: Relationship Development in Community-Based and School-Based Programs.
Public/Private Ventures, Philadelphia, PA.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—2000-04-00
Note—51p.; Prepared for the National Mentoring Partnerships Public Policy Council. Prepared with Amy J. A. Arbreton, and Sarah K. Pepper.
Pub Type— Reports - Research (143)
EDRS Price – MF01/PC03 Plus Postage.
Descriptors—Children, *Community Programs, Elementary Secondary Education, *Interpersonal Relationship, *Mentors, Program Effectiveness
Identifiers—*School Based Services

This study explored the experiences of volunteers and the development of relationships within the two largest contingents of one-on-one mentoring programs: community-based programs and school-based programs. The emphases of school-based programs were studied, along with the quality of developed relationships between youth and mentors and the benchmarks programs can use to ensure optimal development of supportive relationships. A survey was completed by 1,101 mentors in 98 mentoring programs. Mentors in school-based programs were found to spend more time working on academics or doing homework with their mentees. Mentors in school-based programs were of many ages, but mentors in community-based programs were almost all aged 22 to 49. School-based programs delivered fewer contact hours but were also slightly less expensive to conduct. Over 90% of mentors in both types of programs said that they felt close to their mentees, but more community-based mentors felt "very close" to their mentees. Nine factors that provide benchmarks of developing relationships were: (1) engaging in social activities; (2) engaging in academic activities; (3) number of hours per month spent together; (4) decision-making shared by mentor and mentee; (5) prematch training; (6) postmatch training; (7) mentor screening (only important relationship development in community-based programs); (8) matching; and (9) age of the mentee. Results suggest that a school-based approach to providing disadvantaged youth with volunteer mentors is a promising complement to the traditional community-based mentoring model. Practices that facilitate the development of mentor-mentee relationships are reviewed. Appendixes contain a list of members of the Public Policy Council of the National Mentoring Partnership and a discussion of study methodology. (Contains 10 tables and 20 references.) (SLD)

ED 441 067   UD 033 540
Smith-Hefner, Nancy J.
Khmer American: Identity and Moral Education in a Diasporic Community.
Spons Agency—Spencer Foundation, Chicago, IL.
Report No.—ISBN-0-520-21349-1
Pub Date—1999-00-00
Note—237p.
Available from—California-Princeton Fulfillment

Services, 1445 Lower Ferry Rd., Ewing, NJ 08618 (clothbound: ISBN-0-520-2148-3, $55; paperback: ISBN-0-520-21349-1, $19.95). Phone: 800-822-6657 (Toll Free).

Pub Type— Books (010) — Reports - Descriptive (141)

Document Not Available from EDRS.

Descriptors—Acculturation, *Asian Americans, Buddhism, *Cambodians, Children, Cultural Differences, *Cultural Influences, Elementary Secondary Education, Ethical Instruction, Immigrants, Marriage, Moral Values, *Refugees, Sexuality, Socialization, Students

Identifiers—*Cambodian Culture

This book describes the immigration of tens of thousands of Cambodian refugees to the United States from their war-torn country in the early 1980s, highlighting the efforts of Khmer Americans to recreate the fabric of culture and identity in the aftermath of the Khmer holocaust. Based on long-term research among Cambodians residing in metropolitan Boston, this ethnography provides a portrait of the trials and tribulations of Khmer American culture, seen from the perspective of elders attempting to preserve Khmer Buddhism in a deeply unfamiliar world. With particular emphasis on Khmer conceptions of personhood, morality, and sexuality, the book considers how this cultural heritage influences the performance of Khmer children in U.S. schools and determines Khmer engagement with U.S. culture. The seven chapters include: (1) "Identity and Translation"; (2) "To Be Khmer Is To Be Buddhist"; (3) "Early Socialization: Observing the Child"; (4) "Moral Education: The Child within the Family"; (5) "Schooling in America"; (6) "Sexuality and Marriage"; and (7) "The Search for the Middle Path." (Contains approximately 160 references.)(SM)

ED 441 068   UD 033 542

Educational Opportunities Act. Report of the Committee on Health, Education, Labor, and Pensions To Accompany S. 2 Together with Additional and Minority Views. United States Senate, 106th Congress, 2d Session.

Congress of the U.S., Washington, DC. Senate Committee on Health, Education, Labor, and Pensions.

Report No. —Senate-R-106-261

Pub Date—2000-04-12

Note—871p.; Calendar No. 491.

Available from—U.S. Government Printing Office, Superintendent of Documents, Mail Stop: SSOP, Washington, DC 20402-9328.

Pub Type— Legal/Legislative/Regulatory Materials (090)

EDRS Price – MF06/PC35 Plus Postage.

Descriptors—Academic Standards, Disadvantaged Youth, *Educational Improvement, Educational Legislation, *Educational Opportunities, Elementary Secondary Education, Enrichment Activities, Federal Aid, Federal Legislation, School Safety, Teacher Competencies

Identifiers—Congress 106th, *Elementary Secondary Education Act, Impact Aid, Reauthorization Legislation

This report focuses on the Educational Opportunities Act, S. 2, which was designed to reauthorize and improve programs under the Elementary and Secondary Education Act of 1965 for the next 5 years. It describes the purposes of the Act's 11 titles, which focus on the following issues: helping disadvantaged children meet high standards; teacher quality; enrichment activities; safe and drug-free schools; educational opportunity initiatives; innovative education; Impact Aid; general provisions; and amendments to other acts. The report's 11 sections are: (1) "Purpose and Summary"; (2) "Background and Need for the Legislation"; (3) "History of the Legislation and Votes in Committee"; (4) "Explanation of the Bill and Committee Views"; (5) "Cost Estimate"; (6) "Regulatory Impact Statement"; (7) "Application of Law to the Legislative Branch"; (8) "Section-by-Section Analysis"; (9) "Additional Views"; (10) "Minority Views"; and (11) "Changes in Existing Law." (SM)

ED 441 069   UD 033 543

Wilson, Melanie Houghton, Alison

A Different Kind of Smart: A Study of the Educational Obstacles Confronting Homeless Youth in New England.

New England Network for Child, Youth & Family Services, Boxborough, MA.

Pub Date—1999-09-00

Note—75p.

Available from—New England Network for Child, Youth & Family Services, 25 Stow Road, Boxborough, MA 01719. Tel: 978-266-1998; e-mail: nenmw@ma.ultranet.com; Web site: http://www.nenetwork.org.

Pub Type— Reports - Research (143)

EDRS Price – MF01/PC03 Plus Postage.

Descriptors—Access to Education, Disadvantaged Youth, Early Adolescents, Educational Legislation, Elementary Secondary Education, Federal Aid, Federal Legislation, *Homeless People, Poverty, Student Attitudes, *Youth Problems

Identifiers—*Stewart B McKinney Homeless Assistance Act 1987

This study provides information on obstacles facing homeless youth in school. Research occurred in four diverse New England cities. Researchers collected detailed case histories on youth age 10-15 years who were currently homeless or who had recently been homeless. Data came from staff of local youth agencies, government officials, and youths attending a 90-minute focus group discussion on their personal experiences and observations. Focus group participants also completed a five-page questionnaire. Most participants were female and white, though some were African American and Hispanic American. All had attended public school at some time, and over half were unemployed. Most were living in federally funded transitional living programs, state-run independent living or parenting teen programs, or foster care. The study looks at the impact of the Stewart B. McKinney Homeless Assistance Act. Results indicate that the academic experiences of responding youth were overwhelmingly negative. Common problems included transportation, inability to catch up after missed classes, clashes with authority figures, and perceived lack of respect from school personnel. Some respondents were depressed and anxious. For youth living outside of McKinney-funded districts, the Act had little impact on educational changes or experiences. Remedies to this situation are discussed. (Contains 22 references.) (SM)

ED 441 070   UD 033 544

Coleman, Patrick J. Lahey, Elizabeth Orlando, Kristine

The Robert Taylor Boys and Girls Club of Chicago. Practitioner Perspectives: Bulletin from the Field.

Department of Justice, Washington, DC. Bureau of Justice Assistance.

Report No. —NCJ-174442

Pub Date—1999-02-00

Note—13p.

Available from—Bureau of Justice Assistance, P.O. Box 6000, Rockville, MD 20849-6000. Tel: 800-688-4252 (Toll Fee).

Pub Type— Reports - Research (143)

EDRS Price – MF01/PC01 Plus Postage.

Descriptors—Black Students, *Community Programs, Computers, Elementary Secondary Education, Poverty, Public Housing, Safety, *Youth Programs

Identifiers—African Americans, Boys Clubs of America, Illinois

The Robert Taylor Boys and Girls Club of Chicago is located in this country's largest public housing development, serving over 1,500 predominantly African American members. It offers a brightly-colored building in a dilapidated, deprived area. It provides a clean, warm, safe haven for children to play, build strong bodies, get help with homework, and learn to use computers and the Internet. Children have a gymnasium, a stage, physical education activities, social activities, books, arts and crafts, computers, and day care. It is open from 2-6 p.m.

for younger children and after 6 p.m. for older children. Three club rules are no hats (to ensure gang neutrality), no smoking, and no sunflower seeds. Though the neighborhood is dilapidated, it offers a magnet school for the brightest children. The club has successfully created a neutral zone among gang territories and is making a difference in the lives of local children. It hosts various activities for the community to bring residents together. A series of interdependent relationships are balanced in order for the club to survive (e.g., children, safe environments, the police force, and the community). A sidebar presents one club member's positive story (SM)

ED 441 071   UD 033 545

Morley, Elaine Rossman, Shelli B.

Helping At-Risk Youth: Lessons from Community-Based Initiatives.

Urban Inst., Washington, DC.

Spons Agency—Mott (C.S.) Foundation, Flint, MI.; Department of Justice, Washington, DC. Office of Juvenile Justice and Delinquency Prevention.

Pub Date—1997-12-00

Contract—91-JN-DX-K001, 95-JN-FX-K012

Note—97p.

Available from—Urban Institute, 2100 M Street, N.W., Washington, DC 20037. Tel: 202-261-5687; Fax: 202-429-0687; e-mail: paffairs@ui.urban.org; Web site: http://www.urban.org.

Pub Type— Guides - Non-Classroom (055) — Reports - Descriptive (141)

EDRS Price – MF01/PC04 Plus Postage.

Descriptors—Adolescents, *At Risk Persons, *Community Programs, Crime, Delinquency, Federal Aid, Integrated Services, *Mentors, School Community Programs, Secondary Education, Violence, *Volunteers, *Youth Programs

Identifiers—*Case Management, Risk Reduction

This report is designed to assist communities engaged in or contemplating initiatives focused on at-risk youth. Much of the information comes from evaluations of the Communities in Schools, SafeFeatures, and Children at Risk initiatives. Brief descriptions of experiences or practices of the community programs are used to illustrate points made or suggestions provided. In some cases, several examples are used to demonstrate diversity in approaches. Chapter 1, "Introduction," reviews the three initiatives. Chapter 2, "Services Integration and Case Management," describes steps involved in using services integration and case management. Chapter 3, "Parental Involvement," explains the desirability and necessity of parental involvement and describes how to promote such involvement. Chapter 4, "Volunteers for Tutoring and Mentoring," explains that using local volunteers and mentors is a good way to involve the community, offering strategies for recruiting and retaining volunteers. Chapter 5, "Fund-Raising and Marketing," presents essential steps in fundraising and marketing. Chapter 6, "Monitoring Program Outcomes to Improve Accountability," focuses on measuring and reporting program outcomes. The report also includes a checklist of suggested activities related to each chapter. (Contains 63 resources.) (SM)

ED 441 072   UD 033 546

Kot, Veronika Bruner, Charles

Resident Experts: Supporting Neighborhood Organizations and Individuals in Collecting and Using Information. Resource Brief 9.

National Center for Service Integration, New York, NY.; Annie E. Casey Foundation, Baltimore, MD.

Pub Date—1999-00-00

Note—40p.

Available from—National Center for Service Integration, Child and Family Policy Center, 218 Sixth Avenue, Suite 1021, Des Moines, IA 50309-4006 ($4). Web site: http://www.cfpcio-

wa.org.

Pub Type— Guides - Non-Classroom (055) — Reports - Descriptive (141)

EDRS Price – MF01/PC02 Plus Postage.

Descriptors—*Citizen Participation, *Community Change, *Community Involvement, *Community Planning, Data Analysis, *Data Collection, *Information Utilization, Research Methodology

Identifiers—Grassroots Efforts, Reform Efforts

This publication presents information on how neighborhood residents can be involved in collecting needed information about their community which they can use to guide reform efforts. Researchers interviewed people with experience collecting information at the neighborhood level, other researchers, leaders of community based organizations, and residents participating in data collection. Chapter 1 describes lessons learned from these experiences and suggests underlying principles to guide neighborhood-based information collection. Next, researchers identified and categorized specific information collection activities in which neighborhood residents had participated and which resulted in positive change. Chapter 2 describes these types of information collection and use, offering illustrations and resources. Researchers also met with residents and community activists involved at the grassroots level in collecting and using information. Chapter 3 summarizes insights shared at that meeting. An appendix presents a list of organizations that have been leaders in information collection efforts at the neighborhood level. (SM)

ED 441 073   UD 033 547

Urban School Superintendents: Characteristics, Tenure, and Salary. Second Biennial Survey.

Council of the Great City Schools, Washington, DC.

Pub Date—2000-03-00

Note—9p.

Available from—Council of the Great City Schools, 1301 Pennsylvania Avenue, N.W., Suite 702, Washington, DC 20004. Tel: 202-393-2427; Fax: 202-393-2400; e-mail: jjepson@cgcs.org; Web site: http://www.cgcs.org.

Journal Cit—Urban Indicator; v52 n2 Mar 2000

Pub Type— Collected Works - Serials (022)

EDRS Price – MF01/PC01 Plus Postage.

Descriptors—*Administrator Characteristics, Elementary Secondary Education, *Salaries, *School Administration, *Superintendents, *Tenure, *Urban Schools

This report presents data on school superintendent characteristics, tenure, and salaries. Data come from 1999 surveys of member cities of the Council of the Great City Schools (GCS) and from the 1997 survey and pertinent national superintendent data for comparison. Survey forms were sent to the board of education secretary in each member district. Respondents provided information on gender, race/ethnicity, salary, benefits, and bonuses for their districts' superintendents. Results indicate that the average tenure of a major city school district superintendent is now only 2 1/3 years, down from 2 3/4 years in 1997. The average tenure nationally was about 7 1/2 years for men and 5 years for women in 1997. Only 18 percent of all superintendents expressed interest in being the superintendent of a large, urban school district. The shortage problem in superintendents is also a retention problem. The data show that salaries for urban superintendents have increased over the last several years as demand has risen. The average bonus for GCS superintendents was $11,362 in 1999. The average benefit package for GCS superintendents cost $37,011 in 1999. Finally, the results show a great deal of diversity in the ranks of the urban superintendency. (SM)

Subject Index

This index lists titles of documents under the major subject terms that have been assigned to characterize their contents. The subjects, which conform to those presented in the *Thesaurus of ERIC Descriptors* and the *Identifier Authority List*, are in word-by-word alphabetical order.

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Descriptor —————— Microcomputers
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ED 226 725 —————— **Accession Number**

Descriptor —————— National Assessment of Educational Progress
Title —————— Reading, Science, and Mathematics Trends. A Closer Look.   ED 227 159 —————— **Accession Number**

Ability
An Investigation of Ability Estimation in Gibbs Sampling.
ED 440 995

Ability Grouping
The Ethnic Dimensions of Social Capital: How Parental Networks Shape Track Placement in Germany.
ED 440 762

Ability Identification
Suggestions for Screening Entering Kindergarten Students To Assist in the Identification of Possibly Gifted Children.
ED 440 489

Abstract Reasoning
"Reasoner's Workbench" Program Supports Students' Individual and Collaborative Argumentation.
ED 440 873
Twenty Questions about Mathematical Reasoning.
ED 440 849

Abstracts
Resources in Education (RIE). Volume 35, Number 10.
ED 440 211

Academic Accommodations (Disabilities)
ACCESS: How Best To Serve Postsecondary Students Who Are Hard of Hearing.
ED 440 490
Accommodations, Modifications, and Alternates for Instruction and Assessment. State Assessment Series, Maryland/Kentucky Report 5.
ED 440 512
Diploma Options and Graduation Policies for Students with Disabilities.
ED 440 510
Instructional and Assessment Accommodations in Kentucky. State Assessment Series, Maryland/Kentucky Report 7.
ED 440 514
Instructional and Assessment Accommodations in Maryland. State Assessment Series, Maryland/Kentucky Report 6.
ED 440 513

Academic Achievement
Academic Success of At-Risk Students in an Alternative School Setting: An Examination of Students' Academic Success Out of the Mainstream School Environment.
ED 440 814

Analysis of Item Ratings for Ensuring the Procedural Validity of the 1998 NAEP Achievement-Levels Setting.
ED 441 036
Approaches by School Counselors To Enhance the Self-Concept of High School Students: A Review of Related Literature.
ED 440 310
Are Educational Policies and School Reforms Improving Schools in South Carolina?
ED 440 459
Assessment: A Development Guidebook for Teachers of English-Language Learners. Second Edition.
ED 440 545
Block Scheduling in Texas Public High Schools. Policy Research Report Number 13.
ED 440 438
Classroom Assessment, Student Motivation, and Achievement in Elementary and Middle School.
ED 440 999
College Preparatory Success Rate Report.
ED 440 705
Correlating Self-Directed Learning with Distance Learning Success.
ED 441 000
A Cultural Epistemology of Success: Perspectives from within Three Cambodian Families.
ED 440 755
Daylighting in Schools: Improving Student Performance and Health at a Price Schools Can Afford.
ED 440 529
Designing the School of Your Dreams. Sharing Success.
ED 440 435
Education in South Dakota: A Statistical Profile, 1998-99.
ED 440 807
The Effects of Cooperative Learning on Self-Esteem: A Literature Review.
ED 440 777
Evaluation Results of the Student Achievement Guarantee in Education (SAGE) Program, 1997-98.
ED 441 001
Evaluation Results of the Student Achievement Guarantee in Education (SAGE) Program, 1998-99.
ED 441 003
Excelencia Para Todos—Excellence for All: The Progress of Hispanic Education and the Challenges of the New Century. Remarks as Prepared for Delivery by U.S. Secretary of

Education, Richard W. Riley (Bell Multicultural High School, Washington, DC, March 15, 2000).
ED 440 542
Families in Schools: How Did a Parent Education Program Change Parent Behaviors Related to Student Achievement?
ED 441 012
First Year Results of the Student Achievement Guarantee in Education Program. Executive Summary.
ED 441 002
Grade Span.
ED 440 471
Helping Students Take Control: A Model of Advising. Student Success Center.
ED 440 699
Indiana Education: On Shaky Ground.
ED 440 474
Integrating Student-Centered Teaching Methods into the First Year SMET Curriculum: The University of Hartford Model for Institution-Wide Reform. Summative Evaluation.
ED 440 977
Interim Report on Texas Public Schools, 1999. A Report to the 76th Texas Legislature.
ED 440 439
Latino Students and the Massachusetts Public Schools.
ED 441 065
Latinos in Education.
ED 440 817
Lessons from High-Performing Hispanic Schools: Creating Learning Communities. Critical Issues in Educational Leadership Series.
ED 440 794//
The Motivational Effects of School-Based Performance Awards. CPRE Policy Briefs.
ED 440 473
Notes from the Field: KERA in the Classroom.
ED 440 802
Parents and Teachers Working Together To Support Third Grade Achievement: Parents as Learning Partners (PLP) Findings.
ED 440 787
Raising the Grade: A Title IX Curriculum.
ED 440 918
Results Matter: A Decade of Difference in Kentucky's Public Schools, 1990-2000.
ED 440 790
The Role of Feedback on Studying, Achievement and Calibration.
ED 441 033

Age Differences
The Development of Empathy and Role-Taking Skills in Pupils from Grades Six to Nine.
ED 440 753

Age Grade Placement
Report on High School Completion Rates, 1996-97.
ED 440 476

Agency for International Development
More, but Not Yet Better: An Evaluation of US-AID's Programs and Policies To Improve Girls' Education. USAID Program and Operations Assessment Report No. 25.
ED 440 808

Aging (Individuals)
Older and Bolder: Materials for People Who Want To Become More Involved, Have a Voice and Go on Learning.
ED 440 306

Agricultural Education
Entrepreneurship Education for Agriculture. Phase "O" Planning Project Report. Performance Report. Volume I: Findings and Supportive Information.
ED 440 718
Entrepreneurship Education for Agriculture. Phase "O" Planning Project Report. Performance Report. Volume II: Bibliography and Storyboard Scripts.
ED 440 719

Alabama
Unified Budget Recommendations for Fiscal Year 2000-2001.
ED 440 612

Alaska
Handbook for Alaska K-12 School Libraries, 2000. Revised.
ED 440 652
Student Aid Handbook, 1998-1999: Journey to a Successful Future...
ED 440 698

Alberta
Attitudes of New High School Graduates toward Apprenticeship Careers as First Choice Vocations.
ED 440 250
Overview of Related Research To Inform the Development of the Western Canadian Protocol Social Studies (K-12) Common Curriculum Framework for Francophone Education = Apercu de recherches en vue de l'elaboration du Cadre commun de resultats d'apprentissage en sciences humaines (M-12) du Protocole de l'Ouest canadien pour l'education francophone.
ED 440 908

Algebra
A Graphical Teaching Tool for Understanding Two's Complement.
ED 440 862
Reducing "Math Anxiety" in College Algebra Courses Including Comparisons with Elementary Statistics Courses.
ED 440 672

Alternative Assessment
State Special Education Outcomes, 1999: A Report on State Activities at the End of the Century.
ED 440 507

Alternatives to Incarceration
Consider the Alternatives: Planning and Implementing Detention Alternatives. Pathways to Juvenile Detention Reform 4.
ED 441 051

America Reads Challenge
[America Reads Challenge: Read*Write*Now! Arthur the Aardvark Activity Poster].
ED 440 368

American Indian Education
Examining Comprehensive School Reform in Schools Serving Native American Communities: Plan and Progress Report.
ED 440 791

American Indian Students
Dropouts in New Mexico: Native American and Hispanic Students Speak Out.
ED 440 795

American Indians
Dropouts in New Mexico: Native American and Hispanic Students Speak Out.
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Touch the Sky: A Guide for Tribal and Community College Transfer Students.
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ED 440 895//

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Amphibians. Animal Life in Action[TM]. Schlessinger Science Library. [Videotape].
ED 440 825//

Analogy
Toward "Constructing" the Concept of Statistical Power: An Optical Analogy.
ED 441 009

Analysis of Covariance
Properties of the Rank Transformation in Factorial Analysis of Covariance.
ED 440 996

Animal Behavior
Amphibians. Animal Life in Action[TM]. Schlessinger Science Library. [Videotape].
ED 440 825//
Animal Adaptations. Animal Life in Action[TM]. Schlessinger Science Library. [Videotape].
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Animal Classification. Animal Life in Action[TM]. Schlessinger Science Library. [Videotape].
ED 440 823//
Animal Interdependency. Animal Life in Action[TM]. Schlessinger Science Library. [Videotape].
ED 440 826//
Animal Life Cycles. Animal Life in Action[TM]. Schlessinger Science Library. [Videotape].
ED 440 824//
Animal Needs. Animal Life in Action[TM]. Life in Action. Schlessinger Science Library. [Videotape].
ED 440 836//
Birds. Animal Life in Action[TM]. Schlessinger Science Library. [Videotape].
ED 440 827//
Endangered & Extinct Animals. Animal Life in Action[TM]. Schlessinger Science Library. [Videotape].
ED 440 837//
Evolution. Animal Life in Action[TM]. Schlessinger Science Library. [Videotape].
ED 440 834//
Fish. Animal Life in Action[TM]. Schlessinger Science Library. [Videotape].
ED 440 835//
Food Chains. Animal Life in Action[TM]. Schlessinger Science Library. [Videotape].
ED 440 828//
Insects & Other Arthropods. Animal Life in Action[TM]. Schlessinger Science Library. [Videotape].
ED 440 832//
Mammals. Animal Life in Action. Schlessinger Science Library. [Videotape].
ED 440 833//
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ED 440 831//
Reptiles. Animal Life in Action[TM]. Schlessinger Science Library. [Videotape].
ED 440 830//

Animals
Amphibians. Animal Life in Action[TM]. Schlessinger Science Library. [Videotape].
ED 440 825//
Animal Adaptations. Animal Life in Action[TM]. Schlessinger Science Library. [Videotape].
ED 440 822//
Animal Behavior & Communication. Animal Life in Action[TM]. Schlessinger Science Library. [Videotape].
ED 440 829//
Animal Classification. Animal Life in Action[TM]. Schlessinger Science Library. [Videotape].
ED 440 823//
Animal Interdependency. Animal Life in Action[TM]. Schlessinger Science Library. [Videotape].
ED 440 826//
Animal Life Cycles. Animal Life in Action[TM]. Schlessinger Science Library. [Videotape].
ED 440 824//
Animal Needs. Animal Life in Action[TM]. Life in Action. Schlessinger Science Library. [Videotape].
ED 440 836//
Endangered & Extinct Animals. Animal Life in Action[TM]. Schlessinger Science Library. [Videotape].
ED 440 837//
Evolution. Animal Life in Action[TM]. Schlessinger Science Library. [Videotape].
ED 440 834//
Fish. Animal Life in Action[TM]. Schlessinger Science Library. [Videotape].
ED 440 835//
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ED 440 828//
Insects & Other Arthropods. Animal Life in Action[TM]. Schlessinger Science Library. [Videotape].
ED 440 832//
Mammals. Animal Life in Action. Schlessinger Science Library. [Videotape].
ED 440 833//
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ED 440 831//
Reptiles. Animal Life in Action[TM]. Schlessinger Science Library. [Videotape].
ED 440 830//
Texas Endangered Species Activity Book.
ED 440 857

Annual Reports
A Syntactical and Rhetorical Analysis of Selected Annual Reports.
ED 440 387

Antisocial Behavior
Violence in Schools: Causation and Prevention.
ED 440 317

Apartheid
Black Student Politics, Higher Education, and Apartheid: From SASO to SANSCO, 1968-1990.
ED 440 609

Appalachia
Local Economic Environment and Dropout Rates in Appalachia.
ED 440 793

Appellate Courts
Undergraduate Appellate Simulation in American Colleges and Universities.
ED 440 591

Apportionment (Legislative)
Office of Public School Construction Applicant Handbook.
ED 440 520

Apprenticeships
Attitudes of New High School Graduates toward Apprenticeship Careers as First Choice Vocations.
ED 440 250

Archaeology
Teaching Archaeology. ERIC Digest.
ED 440 920

Architecture
The Frankish Building: A Reflection of the Success of Ontario, California. Teaching with Historic Places.
ED 440 897

Archives
Enduring Paradigm, New Opportunities: The Value of the Archival Perspective in the Digital Environment.
ED 440 660

Arizona
Annual Report to the Governor, FY 1998-1999.
ED 440 679
Funding Arizona Community Colleges. A Discussion Paper.
ED 440 687
Report on Community College Classes Offered in Conjunction with High Schools (R7-1-709), FY 1998-1999.
ED 440 686
Statewide and District Summaries: Report on Academic Performance of High School Graduates (A.R.S. 15-1822).
ED 440 678

Army
Educating the U.S. Army: Arthur L. Wagner and Reform, 1875-1905.
ED 440 257//

Art
Getting Started with Visual Arts.
ED 440 890

Art Activities
Adapting Arts Activities or Success for All.
ED 440 910

Art Education
Adapting Arts Activities or Success for All.
ED 440 910
Getting Started with Visual Arts.
ED 440 890
A Right Brain Drawing Study.
ED 440 894
Weaving in the Arts: Widening the Learning Circle.
ED 440 892//

Art Products
Peace Crane Project: An Interdisciplinary Approach.
ED 440 900

Arthropods
Insects & Other Arthropods. Animal Life in Action[TM]. Schlessinger Science Library. [Videotape].
ED 440 832//

Asian Americans
A Cultural Epistemology of Success: Perspectives from within Three Cambodian Families.
ED 440 755
Khmer American: Identity and Moral Education in a Diasporic Community.
ED 441 067//
The Vietnamese Americans. The New Americans Series.
ED 441 044//

Assessment of Achievement Programme (Scotland)
AAP Examples: AAP English Language Fifth Survey.
ED 440 391
AAP Findings, 1998: AAP English Language Fifth Survey.
ED 440 389
Feedback: AAP Fifth English Survey.
ED 440 390

Assignments
Improving Classroom Practice: Inviting Undergraduates To Become Teacher Researchers.
ED 440 396

Assistive Devices (for Disabled)
Campus Life and the Development of Postsecondary Deaf and Hard of Hearing Students: Principles and Practices. [A Report of the] National Task Force on Quality of Services in the Postsecondary Education of Deaf and Hard of Hearing Students.
ED 440 499

Associate Degrees
FETPIP Follow-Up Study.
ED 440 704
Florida Associate of Arts Graduates' Follow-Up Outcomes.
ED 440 702

Association for Childhood Education International
Childhood: 1892-1992.
ED 440 778

Association of College and Research Libraries
Information Literacy Competency Standards for Higher Education.
ED 440 624

Asymmetry (Language)
Dual Language Asymmetry: Symbolic Inequalities.
ED 440 548

At Risk Persons
Helping At-Risk Youth: Lessons from Community-Based Initiatives.
ED 441 071
Violence in Schools: Causation and Prevention.
ED 440 317

Athletes
Comparison of Graduation Rates for Scholarship Athletes and All Students by Gender, Race, and Sport.
ED 440 709

Athletics
Boys to Men: Sports Media. Messages about Masculinity: A National Poll of Children, Focus Groups, and Content Analysis of Sports Programs and Commercials.
ED 440 775
P.E. & Sports Studies toward Peace in the World. The Establishment of World Academy of Physical Education and Sports Studies for All Nations of the World (NGO, Non Governmental Organization).
ED 440 927

Attendance
Increasing Positive Outcomes in GED Classes through Family Literacy Programs. Action Research Monograph.
ED 440 231

Attitude Change
Increasing Student Motivation through the Development of a Personal Mission Statement. Action Research Monograph.
ED 440 228

Audience Awareness
A Syntactical and Rhetorical Analysis of Selected Annual Reports.
ED 440 387

Audience Response
Boys to Men: Entertainment Media. Messages about Masculinity: A National Poll of Children, Focus Groups, and Content Analysis of Entertainment Media.
ED 440 774

Australia
The Australian Press and Education: A Survey of National and Global Perspectives.
ED 440 804

Australia (Western Australia)
The Usefulness of Value-Added Research in Identifying Effective Schools.
ED 440 810

Authors
Canon Formation and the Creative Writing Classroom.
ED 440 400

Autism
NECTAS Resource Collection on Autism Spectrum Disorders.
ED 440 498

Awards
Coretta Scott King Award Books: Using Great Literature with Children and Young Adults.
ED 440 662//

Bayesian Statistics
An Investigation of Ability Estimation in Gibbs Sampling.
ED 440 995

Beginning Reading
[America Reads Challenge: Read*Write*Now! Arthur the Aardvark Activity Poster].
ED 440 368
Reading Recovery: An Analysis of a Research-Based Reading Intervention.
ED 440 367
Reading Research Anthology: The Why? of Reading Instruction.
ED 440 360//
Sounds in Action: Phonological Awareness Activities and Assessment.
ED 440 358
Using Literature To Help Emergent Readers Develop Concepts in Math, Social Studies, and Science.
ED 440 385

Beginning Teacher Induction
Finding a Voice and Place in a Normative Profession.
ED 440 970
Why Beginning English Teachers Do What They Do.
ED 440 382

Beginning Teachers
Addressing Teacher Supply and Demand by Increasing the Success of First-Year Teachers.
ED 440 944
Finding a Voice and Place in a Normative Profession.
ED 440 970
Learning How To Ignore Racism: A Case Study of One White Beginning Teacher in "The White Highlands" and the Two Black Boys in Her Care.
ED 440 339
Why Beginning English Teachers Do What They Do.
ED 440 382

Behavior Development
Animal Behavior & Communication. Animal Life in Action[TM]. Schlessinger Science Library. [Videotape].
ED 440 829//

Behavior Modification
Improving Student Behavior.
ED 440 309
Statewide Behavior Initiatives. Quick Turn Around (QTA) Forum.
ED 440 505

Behavior Patterns
Behaviour and Beliefs of Volunteer Literacy Tutors. Working Papers on Literacy. Working Paper No. 3.
ED 440 265

Behavior Problems
Behavioral Outcomes of Deinstitutionalization for People with Intellectual Disabilities: A Review of Studies Conducted between 1980 and 1999.
ED 440 485

Khmer American: Identity and Moral Education in a Diasporic Community.
ED 441 067//

Camping
Camp Is for the Camper: A Counselor's Guide to Youth Development.
ED 440 797
The Cispus Experience: A Curriculum Guide for the Cispus Learning Center.
ED 440 809
Cispus: Experiences in Green.
ED 440 818

Canada
Behaviour and Beliefs of Volunteer Literacy Tutors. Working Papers on Literacy. Working Paper No. 3.
ED 440 265
Early Childhood Care and Education in Canada: Provinces and Territories, 1998. Fourth Edition.
ED 440 783
The Illusion of Inclusion: Women in Post-Secondary Education.
ED 440 599//
Literacy across the CurricuMedia Focus: Connecting Literacy, Media and Technology in the Schools, Community, and Workplace, 1999. Volume 14.
ED 440 212
Vulnerable Refugees. Discussion Paper.
ED 440 534

Canadian Guidance and Counseling Association
Predictive Characteristics of Multicultural Counselling Competence.
ED 440 338

Cancer
The Significance of an Approach to the Teaching of Societal Issues Related to Biotechnology.
ED 440 876

Career Awareness
Connections: A Transition Curriculum for Grades 3-6.
ED 440 481

Career Choice
Attitudes of New High School Graduates toward Apprenticeship Careers as First Choice Vocations.
ED 440 250
Failing Working-Class Girls.
ED 440 266//
Transportation Engineering Education and Outreach Program Designed for the Collegiate Level. Final Report.
ED 440 606

Career Development
Failing Working-Class Girls.
ED 440 266//
Parenting and Career Development. ERIC Digest No. 214.
ED 440 251
School-to-Work Partnerships and Employer Participation: Evidence on Persistence and Attrition from the National Employer Survey.
ED 440 570
"Taking Control of Their Lives?" First Findings from a Comparative Study of Personal Agency and Social Structures in Young Adult Transitions in England and the New Germany. Revised Version.
ED 440 280

Career Education
Career Guidance Programs in Rural Schools: Framework for the Future.
ED 440 801
Getting the Job: How To Write Your Resume. A Resume Writing Workshop.
ED 440 213
Summer Youth Report, 1999.
ED 440 291

Career Guidance
Career Guidance Programs in Rural Schools: Framework for the Future.
ED 440 801

Career Planning
Teaching Short-Term and Long-Term Goal-Setting to ESL Students for Educational, Personal, and Career Application. Action Research Monograph.
ED 440 224

Caregiver Child Relationship
Camp Is for the Camper: A Counselor's Guide to Youth Development.
ED 440 797
Young Children's Behaviour: Practical Approaches for Caregivers and Teachers.
ED 440 785//

Caring
Justice and Caring: The Search for Common Ground in Education. Professional Ethics in Education Series.
ED 440 451//

Case Management
Helping At-Risk Youth: Lessons from Community-Based Initiatives.
ED 441 071

Cataloging
The Future of Cataloging: Insights from the Lubetzky Symposium (Los Angeles, California, April 18, 1998).
ED 440 647//

Censorship
Good Dreams/Bad Dreams: Text Selection and Censorship in Australia.
ED 440 408

Census Figures
Representation & Redistricting.
ED 440 553

Change
The Changing Nature of Performance: Implications for Staffing, Motivation, and Development. Frontiers of Industrial and Organizational Psychology.
ED 440 304//

Change Strategies
Charting the Future of Global Education in Community Colleges. New Expeditions: Charting the Second Century of Community Colleges. Issues Paper No. 12.
ED 440 673
Coping in Children and Adolescents: Project KICK—A Primary Prevention Model.
ED 440 335

Character Education
Building Good Citizens for Texas: Character Education Resource Guide. Elementary School.
ED 440 911
Building Good Citizens for Texas: Character Education Resource Guide. High School.
ED 440 913
Building Good Citizens for Texas: Character Education Resource Guide. Middle School.
ED 440 912

Characterization
Study of Character in English. [Computer Diskette].
ED 440 378//

Chemical Engineering
The Impact of Students' Perceptions on Their Metacognitive Development: A Case Study.
ED 440 842

Chemistry
Introductory College Chemistry Students' Understanding of Stoichiometry: Connections between Conceptual and Computational Understandings and Instruction.
ED 440 856

Child Abuse
Cross Cultural Perspectives on Educators' Reporting Practices of Maltreatment: A Discussion Paper on the Situation in England.
ED 440 341
Substance Abuse Treatment for Persons with Child Abuse and Neglect Issues. Treatment Improvement Protocol (TIP) Series, 36.
ED 440 329

Child Abuse and Neglect Reporting
Cross Cultural Perspectives on Educators' Reporting Practices of Maltreatment: A Discussion Paper on the Situation in England.
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Child Advocacy
Information Is Power! A Child Advocate's Guide to Fear-Free Fact Finding. Revised.
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ED 440 502

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Camp Is for the Camper: A Counselor's Guide to Youth Development.
ED 440 797

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The EFC Formula, 2000-01.
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University of Maryland—Educational Opportunity Center.
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The Desired Image of a Science Writer.
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Finding Rural Development Resources on the World Wide Web: Tips and Techniques for Efficient Searches.
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Learning Partnerships in a Remote Rural Setting.
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Local Economic Environment and Dropout Rates in Appalachia.
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Children's Socialisation into Schools' Learning Contexts: Ability Grouping in the UK Primary School.
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School Facilities Report: The Results of a Statewide Survey To Determine the Physical Condition and Capacity of Wisconsin's Public Schools.
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The Usefulness of Value-Added Research in Identifying Effective Schools.
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Comprehensive Standards-Based Data Collection: Essential for Valid Assessment of Program Impact.
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Performance Assessment on a Platter—But Will Teachers Partake?
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The Desired Image of a Science Writer.
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Informed Test Component Weighting.
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Analysis of Item Ratings for Ensuring the Procedural Validity of the 1998 NAEP Achievement-Levels Setting.
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Efficacy of the Multidisciplinary Evaluation for Preschoolers with Suspected Developmental Delays.
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Finding Rural Development Resources on the World Wide Web: Tips and Techniques for Efficient Searches.
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Drugs and Addictions.

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Failing Working-Class Girls.

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Strengthening and Supporting Teacher/Provider-Paraeducator Teams: Guidelines for Paraeducator Roles, Supervision, and Preparation.
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State School Facility Programs Overview.
ED 440 519

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College Preparatory Success Rate Report.
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Comprehensive Statewide Plan for Postsecondary Education.
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FETPIP Follow-Up Study.
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Florida Vocational Graduates' Follow-Up Outcomes.
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Grades in Selected First-Year Courses by ELT Status.
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Graduation and Transfer Rate by ELT Status.
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IHL System Profile: A Report from the Board of Trustees of State Institutions of Higher Learning.
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Special Education Annual Report, Fiscal Year 1998.
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Special Education: Nonpublic School and Nonpublic Agency Study. Final Report.
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Statewide Behavior Initiatives. Quick Turn Around (QTA) Forum.
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Suggestions for Screening Entering Kindergarten Students To Assist in the Identification of Possibly Gifted Children.
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Funding Arizona Community Colleges. A Discussion Paper.
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Dropouts in New Mexico: Native American and Hispanic Students Speak Out.
ED 440 795

The Efficacy of the Drug Abuse Resistance Education Program (DARE) in West Vancouver Schools. Part 1, Attitudes toward DARE: An Examination of Opinions, Preferences, and Perceptions of Students, Teachers, and Parents.
ED 440 324

An Experimental Design Survey of Attitude Changes towards Education by At-Risk Students Placed in an Alternative High School Program.
ED 440 240

From Passivity to Proactivity: A White Female's Development of Participation and Attitude in Middle School Mathematics.
ED 440 950

Graduate Follow-Up Report, 1998-99.
ED 440 692

The Impact of Students' Perceptions on Their Metacognitive Development: A Case Study.
ED 440 842

Learning Career: Conceptualising Transformations in Young People and Their Learning.
ED 440 278

The Meaning of Success for Students in Statistical Methods Courses: A Phenomenological Study.
ED 441 026

My Top 10 Surprises about Teaching.
ED 440 684

Perceptions of High, Average and Low Performance Second Graders about Physical Education and Physical Education Teachers.
ED 440 750

Reducing "Math Anxiety" in College Algebra Courses Including Comparisons with Elementary Statistics Courses.
ED 440 672

The Sisters in Science Program: Building Girls' Interest and Achievement in Science and Mathematics.
ED 440 885

Students Creating Their Own Thinking-Learning Contexts.
ED 441 037

Students' Motivation toward Learning Physical Science—A Case from Four Classes of Taiwanese Students.
ED 440 889

Teachers' Experiences with and Perceptions of Mosston's Spectrum: How Do They Compare with Students'?
ED 440 949

What Do Kids Think When Their Teachers Grade?
ED 441 017

Student Attrition

A Focal Examination of Integration, Commitment, and Academic Performance: Three Subsystems from the Integrated Model of Student Persistence with Sociostructural Background Variable Effects.
ED 440 277

Student Behavior

Improving Student Behavior.
ED 440 309

Student Centered Curriculum

Guidelines for Applying the Learner-Centered Psychological Principles to Preservice Teacher Education.
ED 440 928

Language Development and Science Inquiry: A Child-Initiated and Teacher-Facilitated Program.
ED 440 756

Student Certification

Career Certificates: High Quality and Cutting Edge? Trends and Issues Alert No. 16.
ED 440 299

Skills Certificates Signal Competencies in a Demand-Driven Economy.
ED 440 243

Student Characteristics

AERA Vocational Education Special Interest Group Proceedings (New Orleans, Louisiana, April 24-28, 2000).
ED 440 270

A Benchmark Review of Postsecondary Technical Students in Pennsylvania.
ED 440 273

Educating Children with Disabilities Who Are Homeless. Policy Forum Proceedings Document (Arlington, Virginia, December 5-7, 1999).
ED 440 503

Fall Enrollment Report, University of Hawaii, Community Colleges, Fall 1999.
ED 440 669

Fast Facts 1-25. Florida Community College System: Putting Minds To Work.
ED 440 713

Florida Associate of Arts Graduates' Follow-Up Outcomes.
ED 440 702

From Rusty Wire Fences to Wrought-Iron Gates. How the Poor Succeed in Getting to—and through—College. Policy Perspectives.
ED 440 587

Linking Student and Programmatic Characteristics to Test Performance: Issues and Solutions.
ED 441 028

Reinventing Online Education from a Social Context.
ED 440 680

Repeated Course Enrollments.
ED 440 706

Statewide and District Summaries: Report on Academic Performance of High School Graduates (A.R.S. 15-1822).
ED 440 678

Suggestions for Screening Entering Kindergarten Students To Assist in the Identification of Possibly Gifted Children.
ED 440 489

Student College Relationship

Helping Students Take Control: A Model of Advising. Student Success Center.
ED 440 699

Student Development

Building Good Citizens for Texas: Character Education Resource Guide. Elementary School.
ED 440 911

Building Good Citizens for Texas: Character Education Resource Guide. High School.
ED 440 913

Building Good Citizens for Texas: Character Education Resource Guide. Middle School.
ED 440 912

Risking Exposure: Branch Campus Writers Go Public.
ED 440 397

Student Educational Objectives

Developing an Intense Goal-Setting Portion of Student Orientation. Helping Students To Focus on Their Goals and Remain with GPLC Until Those Goals Are Achieved. Action Research Monograph.
ED 440 235

Graduation and Transfer Rate by ELT Status.
ED 440 710

Systemic Educational Reform
Teachers as Leaders of Systemic Change: How
To Use Them Most Effectively.
ED 440 956

Systems Approach
Issues in Continuing Professional Development:
Towards a Systematic Framework.
ED 440 248

Systems Development
System Change through State Challenge Activi-
ties: Approaches and Products. Juvenile Justice
Bulletin.
ED 441 058
What Matters in Urban School Reform. How
Reform Works: An Evaluative Study of Nation-
al Science Foundation's Urban Systemic Initia-
tives. Study Monograph No. 1.
ED 441 046

Taiwan
Current Trends in Aerospace Engineering Edu-
cation on Taiwan.
ED 440 861

Talent
Selling without $$: Grassroots Advocates of
Gifted and Talented Education Meet the Media.
ED 440 502

Task Analysis
Sequencing and Grading in Task-Based Sylla-
bus Design: The State of the Art.
ED 440 532

Teacher Administrator Relationship
Principals and Teachers Leading Together.
ED 440 457

Teacher Associations
A Teaching of Reading Book Club.
ED 440 369

Teacher Attendance
Where Are the Teachers? A Policy Report on
Teacher Attendance in the Pacific Region.
ED 440 925

Teacher Attitudes
Behaviour and Beliefs of Volunteer Literacy Tu-
tors. Working Papers on Literacy. Working Pa-
per No. 3.
ED 440 265
Building Bridges: The Scholarly Dimensions of
Faculty Beliefs about Engineering Education.
ED 440 565
A Comparison of Teacher and Student Percep-
tions of Classroom Interactions: A Catalyst for
Change.
ED 440 971
The Efficacy of the Drug Abuse Resistance Edu-
cation Program (DARE) in West Vancouver
Schools. Part 1, Attitudes toward DARE: An Ex-
amination of Opinions, Preferences, and Percep-
tions of Students, Teachers, and Parents.
ED 440 324
How Do Community College Faculty View Inti-
tutional Mission? An Analysis of National Sur-
vey Data.
ED 440 695
Integrating Professional Teaching Staff into a
Volunteer-Based Agency. Action Research
Monograph.
ED 440 229
Investigating High School Teachers' Perceptions
of School Environment.
ED 440 951
Northwest Trends Shaping Education: The 1998
Regional Needs Assessment.
ED 440 440
Partnerships at the Middle Level: Perceptions of
Family Members, Community Members, and
Teachers.
ED 440 766
Performance Assessment on a Platter—But Will
Teachers Partake?
ED 441 019
Primary Teachers' Beliefs Regarding Family
Competence for Providing Input To Help Meet
Children's Educational Needs.
ED 440 752

Reading in Elementary Science Instruction: An
Examination of Teachers' Trade Book Selec-
tions.
ED 440 867
Recommendations for Improving the Recruit-
ment of Male Early Childhood Education Pro-
fessionals: The Female Viewpoint.
ED 440 759
The Relationships among Early Childhood Edu-
cators' Beliefs, Knowledge Bases, and Practices
Related to Early Literacy.
ED 440 403
The Sisters in Science Program: Teaching the
Art of Inquiry.
ED 440 886
A State-Mandated Curriculum, A High-Stakes
Test: One Massachusetts High School History
Department's Response to a Very New Policy
Context.
ED 440 915
Teacher Judgment as Formative and Predictive
Assessment of Student Performance on Ohio's
Fourth and Sixth Grade Proficiency Tests.
ED 441 015
Teachers as Leaders of Systemic Change: How
To Use Them Most Effectively.
ED 440 956
Teachers of Life—Learners for Life: Faculty
Stories in Service Learning from Miami-Dade
Community College.
ED 440 674
Teachers' Experiences with and Perceptions of
Mosston's Spectrum: How Do They Compare
with Students'?
ED 440 949
Teachers' Perspectives on Incorporating Current
Controversial Issues into the Curriculum.
ED 440 907
Teachers' Views of the Nature of Multicultural
Literacy.
ED 440 356
Teaching Current Events: Its Status in Social
Studies Today.
ED 440 899
Two Profiles of Schoolteachers: A Discriminant
Analysis of Job Satisfaction.
ED 440 967
What Is Successful Pedagogy in Auckland's
Low Decile Primary Schools? Preliminary Find-
ings.
ED 440 811
Who's Afraid of Bilingual Learners? The Role
of Teachers' Attitudes and Beliefs.
ED 440 386
Why Beginning English Teachers Do What They
Do.
ED 440 382

Teacher Behavior
The Relationships among Early Childhood Edu-
cators' Beliefs, Knowledge Bases, and Practices
Related to Early Literacy.
ED 440 403
Trends in Information Technology and Future
Prospects with Regard to Transforming Class-
room Interaction.
ED 440 417

Teacher Burnout
Coping with Teacher Stress: A Research Synthe-
sis for Pacific Educators. Research Series.
ED 440 924

Teacher Certification
A Consultation Paper: Formulating a Response
to the Letter of November 10, 1999 from the
Minister of Education re a Teacher Testing Pro-
gram.
ED 440 943
The Privilege of Professionalism. Ontario Col-
lege of Teachers.
ED 440 937

Teacher Characteristics
Addressing Teacher Supply and Demand by In-
creasing the Success of First-Year Teachers.
ED 440 944
Adjudicated Students' Perceptions of Ideal
Teacher Characteristics.
ED 440 320

Building Successful Teacher Use of Computers
in the Classroom: Results from a 1998-99 Sur-
vey of WCPSS Middle School Teachers.
ED 440 981
Literacy Scaffolding Strategies for Diverse
Learners: A Bridge for Tomorrow.
ED 440 363
Teacher Experience, Training, & Age: The Influ-
ence of Teacher Characteristics on Classroom
Management Style.
ED 440 963

Teacher Collaboration
Academic Service Learning and Collaborative
Action Research: Two Roads to Educational Re-
form.
ED 440 453
Finding a Voice and Place in a Normative Pro-
fession.
ED 440 970
Peace Crane Project: An Interdisciplinary Ap-
proach.
ED 440 900

Teacher Competencies
A Consultation Paper: Formulating a Response
to the Letter of November 10, 1999 from the
Minister of Education re a Teacher Testing Pro-
gram.
ED 440 943
Institutional Quality and Teacher Preparation:
Beyond Testing and Accreditation.
ED 440 946
Issues around Teaching Competencies in a Fam-
ily Literacy Program. Action Research Mono-
graph.
ED 440 222
Ontario College of Teachers: Standards of Prac-
tice for the Teaching Profession.
ED 440 933
Pre-Service Teacher Education Initial Accredita-
tion Handbook, 1999/2000. Third Edition.
ED 440 934
Standards of Practice for the Teaching Profes-
sion.
ED 440 960
Teacher Quality: A Review of Existing Survey
Data.
ED 440 945
Using Accountability Measures in the Prepara-
tion of Preservice Teachers To Make a Differ-
ence in the Learning of All Students.
ED 440 926

Teacher Competency Testing
A Consultation Paper: Formulating a Response
to the Letter of November 10, 1999 from the
Minister of Education re a Teacher Testing Pro-
gram.
ED 440 943

Teacher Developed Materials
A Paradigm for EST Materials Preparation.
ED 440 533

Teacher Education
Accountability in Teacher Education: Systems
and Trends.
ED 441 021
Crossing the Brooklyn Bridge: The Geography
of Social/Cultural Transitions.
ED 440 917
Integrating Bibliographic Instruction for Dis-
tance Education Doctoral Students into the
Child and Youth Studies Program at Nova
Southeastern University.
ED 440 639
Oklahoma Statewide Systems Change Project
for Inclusive Education. Final Report.
ED 440 484
What Really Happens? Community Service
Learning for Multicultural Teacher Education.
ED 440 902

Teacher Education Programs
Development and Dissemination of a Multime-
dia Instructional Package for Use in Preservice
and Inservice Training To Address Selection of
Appropriate Literacy Media for Students with
Visual Impairments. Project LMA Final Report.
ED 440 491

My Top 10 Surprises about Teaching.
ED 440 684

Teachers of Life—Learners for Life: Faculty Stories in Service Learning from Miami-Dade Community College.
ED 440 674

Teaching Guides
The Benefits of a Tutor Training Manual. Action Research Monograph.
ED 440 232

Implementation of a Procedure Manual To Improve Teacher Performance. Action Research Monograph.
ED 440 227

Teaching Methods
AERA Business Education and Information Systems Research SIG Proceedings (New Orleans, Louisiana, April 24-28, 2000).
ED 440 271

Capitalizing on Small Class Size. ERIC Digest Number 136.
ED 440 430

Community College Teaching: Divining the Future from the Past.
ED 440 683

Conversation Partners: Work in Progress. Action Research Monograph.
ED 440 238

Faculty Presentation Skills Training: The Effects on Adult Learner Satisfaction and Achievement.
ED 440 268

Integrating Student-Centered Teaching Methods into the First Year SMET Curriculum: The University of Hartford Model for Institution-Wide Reform. Summative Evaluation.
ED 440 977

Learning for Mathematical Insight: A Longitudinal Comparison of Two Dutch Curricula on Fractions.
ED 440 865

Learning To Think, Learning To Learn: What the Science of Thinking and Learning Has To Offer Adult Education. NIFL Literacy Leader Fellowship, Program Reports, Volume IV, Number 1.
ED 440 258

Modern Media and Instructional Technology in Vocational Education: Some Experiences of the Diffusion of New Technology in the Adult Education Institutions.
ED 440 279

Montessori in Action: Learning for Life. [Videotape].
ED 440 721//

Multicultural Gifted Education. Education and Psychology of the Gifted Series.
ED 441 042//

One-Size-Fits-All vs. Pick-and-Choose Format. Action Research Monograph.
ED 440 236

Pedagogical Strategies for Work-Based Learning. IEE Brief No. 26.
ED 440 262

Preparing Limited English Proficient Persons for the Workplace. ERIC Digest No. 215.
ED 440 252

Reinventing Online Education from a Social Context.
ED 440 680

Resources Supporting Inclusion in Early Childhood. Third in a Series of Compilations of Resources on Inclusion Developed by OSEP-Funded Early Childhood Projects.
ED 440 496

Teaching Grammar in an ESL Classroom. Action Research Monograph.
ED 440 234

Teaching, Multimedia, and Mathematics: Investigations of Real Practice. The Practitioner Inquiry Series.
ED 440 855

Teaching the Learning-Different Student.
ED 440 921

Toward "Constructing" the Concept of Statistical Power: An Optical Analogy.
ED 441 009

Working with Second Language Learners: Answers to Teachers' Top Ten Questions.
ED 440 540//

Teaching Models
A Review of Literature on Formative Evaluation of Teachers through Mid-Term Student Feedback and How the Reiser and Dick Instructional Planning Model Can Enhance This Feedback.
ED 440 621

Teaching (Occupation)
Quotations for Early Childhood Educators.
ED 440 779

Teaching Skills
Teacher Quality: A Review of Existing Survey Data.
ED 440 945

Teaching Styles
Teachers' Experiences with and Perceptions of Mosston's Spectrum: How Do They Compare with Students'?
ED 440 949

Team Building
Improving Student Behavior.
ED 440 309

Teamwork
Peer Vocabulary Building Teams. Action Research Monograph.
ED 440 226

Teachers as Leaders of Systemic Change: How To Use Them Most Effectively.
ED 440 956

Technical Assistance
Client Satisfaction: A Synthesis for the Year 1999.
ED 440 994

Waterbury Public Schools and Connecticut Academy for Education: School Improvement Support Team (SIST). External Evaluation Study.
ED 440 976

Technical Education
A Benchmark Review of Postsecondary Technical Students in Pennsylvania.
ED 440 273

Technical Institutes
Actual Cost Allocation Summary, 1998-99.
ED 440 693

Graduate Follow-Up Report, 1998-99.
ED 440 692

WTCS Facts.
ED 440 694

Technical Writing
Getting the Job: How To Write Your Resume. A Resume Writing Workshop.
ED 440 213

A Syntactical and Rhetorical Analysis of Selected Annual Reports.
ED 440 387

Technological Advancement
International Roundtable on The Lifelong Learning and New Technologies Gap: Reaching the Disadvantaged (5th, Philadelphia, Pennsylvania, December 8-10, 1999). Preliminary Report.
ED 440 255

Modern Media and Instructional Technology in Vocational Education: Some Experiences of the Diffusion of New Technology in the Adult Education Institutions.
ED 440 279

Technological Literacy
Literacy across the CurricuMedia Focus: Connecting Literacy, Media and Technology in the Schools, Community, and Workplace, 1999. Volume 14.
ED 440 212

One State's Response to the Technology Literacy Agenda.
ED 440 406

Technology
The Changing Nature of Performance: Implications for Staffing, Motivation, and Develop-

ment. Frontiers of Industrial and Organizational Psychology.
ED 440 304//

Technology Based Instruction
Learning with Technology: Integrating New Technologies into Classroom Instruction.
ED 440 636

Teaching Teachers To Use the World Wide Web.
ED 440 637

Technology Education
Assessment of a Regional Transportation Education Alliance To Improve Mobility.
ED 440 607

Transportation Engineering Education and Outreach Program Designed for the Collegiate Level. Final Report.
ED 440 606

Technology Integration
Learning with Technology: Integrating New Technologies into Classroom Instruction.
ED 440 636

Teaching Teachers To Use the World Wide Web.
ED 440 637

Television Commercials
Boys to Men: Sports Media. Messages about Masculinity: A National Poll of Children, Focus Groups, and Content Analysis of Sports Programs and Commercials.
ED 440 775

Television Research
Research Paradigms, Television, and Social Behavior.
ED 440 415//

Television Viewing
Boys to Men: Sports Media. Messages about Masculinity: A National Poll of Children, Focus Groups, and Content Analysis of Sports Programs and Commercials.
ED 440 775

Tennessee
Tennessee KIDS COUNT: The State of the Child in Tennessee, 1999.
ED 440 728

Tenure
Post Tenure Faculty Development: Building a System of Faculty Improvement and Appreciation. ERIC Digest.
ED 440 603

Salary, Promotion, and Tenure Status of Minority and Women Faculty in U.S. Colleges and Universities. National Study of Postsecondary Faculty, 1993 (NSOPF:93). Statistical Analysis Report.
ED 440 608

Urban School Superintendents: Characteristics, Tenure, and Salary. Second Biennial Survey.
ED 441 073

Tenured Faculty
Post Tenure Faculty Development: Building a System of Faculty Improvement and Appreciation. ERIC Digest.
ED 440 603

Test Bias
Differences between the Performance of Limited English Proficient Students and Students Who Are Labeled Proficient in English on Different Content Areas: Reading and Mathematics.
ED 440 551

Test Construction
Assessing Clinical Judgment Using Standardized Oral Examinations.
ED 441 032

The Effects of Judgment-Based Stratum Classifications on the Efficiency of Stratum Scored CATs.
ED 441 027

Post-Test Learner Evaluation. Action Research Monograph.
ED 440 233

Scaling an Introduction to Clinical Medicine Examination.
ED 441 024

Values in Mathematics Textbooks: A View through Two Australasian Regions.
ED 440 870

Vermont
Home Visiting: A Vermont Approach to Working with Young Children and Their Families.
ED 440 732
Special Education Annual Report, Fiscal Year 1998.
ED 440 488
Understanding Vermont's Framework of Standards and Learning Opportunities. Second Edition.
ED 440 990

Videotape Recordings
Will the Use of Videos Designed for the Purpose of Teaching English Pronunciation Improve the Learners' Production of Discrete Sounds by At Least 80% over a 12 Week Period? Action Research Monograph.
ED 440 219

Vietnam
The Vietnamese Americans. The New Americans Series.
ED 441 044//

Vietnamese People
The Vietnamese Americans. The New Americans Series.
ED 441 044//

Violence
Addressing School Violence Practical Strategies & Interventions.
ED 440 313
The Efficacy of the Drug Abuse Resistance Education Program (DARE) in West Vancouver Schools. Part 1, Attitudes toward DARE: An Examination of Opinions, Preferences, and Perceptions of Students, Teachers, and Parents.
ED 440 324
Parents and Kids Talking about School Violence: A Boys Town How-To Book.
ED 440 784
Safeguarding Our Children: An Action Guide. Implementing Early Warning, Timely Response.
ED 440 327
School Safety: A Collaborative Effort.
ED 440 640
Validation of a School Violence Prevention Assessment Tool.
ED 441 023
Violence in Schools: Causation and Prevention.
ED 440 317

Virtual Reality
A Case Study on the Changes of University Students' Function Concept in a Virtual Environment.
ED 440 869

Visual Aids
The Center for Electronic Imaging Systems: Imaging in the Information Age.
ED 440 860

Visual Arts
Getting Started with Visual Arts.
ED 440 890

Visual Impairments
Development and Dissemination of a Multimedia Instructional Package for Use in Preservice and Inservice Training To Address Selection of Appropriate Literacy Media for Students with Visual Impairments. Project LMA Final Report.
ED 440 491
Learning Media Assessment of Students with Visual Impairments: A Resource Guide for Teachers. 2nd Edition.
ED 440 492
Project LMA: Learning Media Assessment of Students with Visual Impairments. Facilitator's Manual and Participant Workbook.
ED 440 493

Vocabulary Development
Peer Vocabulary Building Teams. Action Research Monograph.
ED 440 226

Vocational Education
AERA Vocational Education Special Interest Group Proceedings (New Orleans, Louisiana, April 24-28, 2000).
ED 440 270
The Challenge to Sixth Form Funding: An Introduction to Government Proposals To Change the Way Sixth Forms Are Funded.
ED 440 247
Florida Vocational Graduates' Follow-Up Outcomes.
ED 440 703
Integrating Vocational and Academic Studies: What Three High Schools in Delaware Are Doing. High Schools That Work.
ED 440 288
It's the Economy, Stupid! Re-Thinking Learning and Skills.
ED 440 249
Making Skill Standards Work: Highlights from the Field. A Practical Manual for Program/Curriculum Developers, Teachers, Employers, Trainers, Work-Based Supervisors, Mentors, School Administrators, and Counselors.
ED 440 269
Opportunity Knocks: Training the Commonwealth's Workers for the New Economy.
ED 440 259
Pedagogical Strategies for Work-Based Learning. IEE Brief No. 26.
ED 440 262
Title IV-E-IL: Adolescent Living Skills. Final Report, FFY 1999.
ED 440 289
Using Authentic Assessment in Vocational Education. Information Series No. 381.
ED 440 293
Using Skill Standards for Vocational-Technical Education Curriculum Development. Information Series No. 383.
ED 440 295
Vocational Education Research Trends. Trends and Issues Alert No. 15.
ED 440 298

Vocational Education Teachers
AERA Vocational Education Special Interest Group Proceedings (New Orleans, Louisiana, April 24-28, 2000).
ED 440 270

Vocational Followup
Florida Vocational Graduates' Follow-Up Outcomes.
ED 440 703
Graduate Follow-Up Report, 1998-99.
ED 440 692

Vocational Rehabilitation
Meeting Future Workforce Needs. Report from the Study Group (Twenty-Fifth Institute on Rehabilitation Issues, Washington, DC, May 1999).
ED 440 483

Voluntary Agencies
Integrating Professional Teaching Staff into a Volunteer-Based Agency. Action Research Monograph.
ED 440 229

Volunteer Training
Increased Tutor Participation. Action Research Monograph.
ED 440 218

Volunteers
Behaviour and Beliefs of Volunteer Literacy Tutors. Working Papers on Literacy. Working Paper No. 3.
ED 440 265
Helping At-Risk Youth: Lessons from Community-Based Initiatives.
ED 441 071

Voter Education
The Devolution of 20th Century Presidential Campaign Rhetoric: A Call for "Rhetorical Service."
ED 440 420

Voting Rights
Representation & Redistricting.
ED 440 553

Wages
Cognitive Skills Matter in the Labor Market, Even for School Dropouts. NCSALL Reports #15.
ED 440 303
Pathways to Educational Attainment: Their Effect on Early Career Development.
ED 440 264
Salary Study, 1999.
ED 440 738

Wake County Public School System NC
Building Successful Teacher Use of Computers in the Classroom: Results from a 1998-99 Survey of WCPSS Middle School Teachers.
ED 440 981
Dropout Report, 1998-1999.
ED 440 982
Staff Development Review Summary. Accountability Report.
ED 440 983

Wal Mart
The Future of Low-Wage Jobs: Case Studies in the Retail Industry. IEE Working Paper No. 10.
ED 440 260
The Future of Low-Wage Service Jobs and the Workers That Hold Them. IEE Brief No. 25.
ED 440 261

Walking
Educational Applications of Wellness Techniques: An Experimental Investigation of the Effects of Labyrinth Walking.
ED 440 330

Washington
The Real Facts of Life for Children of Color in Washington State.
ED 441 061
Supplement to Higher Education Enrollment Statistics and Projections, 1999-01 Biennium.
ED 440 596

Water Exercise
Working the Continuum between Therapy and Exercise.
ED 440 952

Web Sites
Finding Rural Development Resources on the World Wide Web: Tips and Techniques for Efficient Searches.
ED 440 800

Weighting (Statistical)
Informed Test Component Weighting.
ED 441 034

Welfare Recipients
Employment as a "Solution" to Welfare: Challenges over the Next Ten Years.
ED 440 239
Just-in-Time Employees: UPS and the Knowledge Supply Chain. Tomorrow's Workplace Today: Profiles of Excellence in Business Leadership, Volume 1, Number 1.
ED 440 244
The Long Term Effects of Housing Assistance on Self-Sufficiency. Final Report.
ED 441 060
Welfare to Work: Considerations for Adult and Vocational Education Programs. ERIC Digest No. 216.
ED 440 253

Welfare Reform
Employment as a "Solution" to Welfare: Challenges over the Next Ten Years.
ED 440 239
Realistic Child Support Policies for Low Income Fathers. Kellogg Devolution Initiative Paper.
ED 441 045

Welfare to Work Programs
Employment as a "Solution" to Welfare: Challenges over the Next Ten Years.
ED 440 239

Author Index

This index lists documents under the name(s) of their author(s). The index is arranged in alphabetical order by the person's last name.

As shown in the examples below, the accession number is displayed below and to the right of the title. Additional information about the document can be found under that number in the resume section.

The symbol // appearing after an accession number identifies a document that is not available from the ERIC Document Reproduction Service and that is not in the ERIC Microfiche Collection.

Author ———————— McKeachie, Wilbert J.

Title ———————— Teaching Tips: A Guidebook for the Beginning College Teacher, Eighth Edition.　　ED 298 813 ——— Accession Number

Abedi, Jamal
Differences between the Performance of Limited English Proficient Students and Students Who Are Labeled Proficient in English on Different Content Areas: Reading and Mathematics.
ED 440 551

Abood, Nancy V.
Community College of Rhode Island: Annual Report, 1998.
ED 440 685

Ackermann, Ernest
Searching and Researching on the Internet and the World Wide Web. Second Edition.
ED 440 667//

Adams, Leah, Ed.
Quotations for Early Childhood Educators.
ED 440 779

Adamson, Gary
Honouring and Sustaining the Teaching Profession in Ontario. Ontario College of Teachers.
ED 440 942
Ontario College of Teachers: Standards of Practice for the Teaching Profession.
ED 440 933
The Privilege of Professionalism. Ontario College of Teachers.
ED 440 937

Aguilera, Dorothy
Examining Comprehensive School Reform in Schools Serving Native American Communities: Plan and Progress Report.
ED 440 791

Ahearn, Eileen M.
Report on the 1999 National Monitoring Conference (5th, North Carolina, October 1999). Final Report.
ED 440 504

Aiex, Nola Kortner
Newspapers as a Teaching Resource for Adult Learners. ERIC Digest D150.
ED 440 428
Political Communication via the Media. ERIC Digest D151.
ED 440 427

Ainscow, Mel
Index for Inclusion: Developing Learning and Participation in Schools.
ED 440 482

Al-Debassi, Saleh M.
Computer Based Instruction in Saudi Education: A Survey of Commercially Produced Software.
ED 440 620

Al-Saleh, Bader A.
Computer Based Instruction in Saudi Education: A Survey of Commercially Produced Software.
ED 440 620

Albertyn, Linda
First Employment Experiences of Graduates. Labour Market Analysis.
ED 440 593

Albus, Deb
Participation and Performance of Students from Non-English Language Backgrounds: Minnesota's 1996 Basic Standards Tests in Reading and Math. Minnesota Report.
ED 440 536

Albus, Debra
Linking Student and Programmatic Characteristics to Test Performance: Issues and Solutions.
ED 441 028

Alden, John
Just-in-Time Employees: UPS and the Knowledge Supply Chain. Tomorrow's Workplace Today: Profiles of Excellence in Business Leadership, Volume 1, Number 1.
ED 440 244

Aldridge, F.
Adult Learning in England: A Review. IES Report 369.
ED 440 285

Allen, Jeff
A Fixed Effects Panel Data Model: Mathematics Achievement in the U.S.
ED 440 864

Allen, Michael
Teacher Recruitment, Preparation and Retention for Hard-to-Staff Schools.
ED 440 948

Allender, Dale, Comp.
Trends and Issues in English Instruction, 2000—Six Summaries. Summaries of Informal Annual Discussions of the Commissions of the National Council of Teachers of English.
ED 440 392

Alstete, Jeffrey
Post Tenure Faculty Development: Building a System of Faculty Improvement and Appreciation. ERIC Digest.
ED 440 603

Alvarado, Cecelia
The Many Faces of Leadership. Taking the Lead: Investing in Early Childhood Leadership for the 21st Century.
ED 440 740

The Power of Mentoring. Taking the Lead: Investing in Early Childhood Leadership for the 21st Century.
ED 440 742

Alvarez, Marino C.
Students Creating Their Own Thinking-Learning Contexts.
ED 441 037

Amrein, Audrey
Dual Language Asymmetry: Symbolic Inequalities.
ED 440 548

Anderson, Patricia N.
Cost Perception and the Expectancy-Value Model of Achievement Motivation.
ED 441 020

Angelisi, Mary Ann
Teaching Spelling: Which Strategies Work Best.
ED 440 395

Anthony, Robert A.
Use of Metacognitive Teaching To Enhance English Language Literacy of Deaf and Hard of Hearing Adult Learners. Action Research Monograph.
ED 440 216

Armstrong, William B.
Mandatory Skill Level Prerequisites: How Are Student Outcomes Affected? A Student Equity Approach.
ED 440 688

Arnold, Alannah
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ED 440 323

Torney-Purta, Judith
Creating Citizenship: Youth Development for Free and Democratic Society. Executive Summary—Conference Consensus Document.
ED 440 914

Toyama, Ryoko
Building a Scholarly Communications Center: Modeling the Rutgers Experience. Frontiers of Access to Library Materials No. 5.
ED 440 665//

Tramonte, Michael R.
Helping Children, Adolescents, and Families Cope during/after a Disaster.
ED 440 312
Implementing NOVA's Group Crisis Intervention Model in Multicultural School Settings.
ED 440 322

Trefny, John U.
A New Core Curriculum for Engineering and Science Programs at the Colorado School of Mines.
ED 440 884

Trimble, Scott
Characteristics of Students Who Participate in Kentucky's Testing System under Various Conditions. State Assessment Series, Maryland/Kentucky Report 4.
ED 440 511
Instructional and Assessment Accommodations in Kentucky. State Assessment Series, Maryland/Kentucky Report 7.
ED 440 514

Truell, Allen D., Ed.
AERA Vocational Education Special Interest Group Proceedings (New Orleans, Louisiana, April 24-28, 2000).
ED 440 270

Trumbull, Elise
Bridging Cultures in Our Schools: New Approaches That Work. Knowledge Brief.
ED 440 954

Tsikalas, Kallen
Portals: A Window into Telemonitoring Relationships in Project-Based Computational Science Classes.
ED 440 871

Tuan, Hsiao-Lin
Students' Motivation toward Learning Physical Science—A Case from Four Classes of Taiwanese Students.
ED 440 889

Tunon, Johanna
Integrating Bibliographic Instruction for Distance Education Doctoral Students into the Child and Youth Studies Program at Nova Southeastern University.
ED 440 639

Turetsky, Vicki
Realistic Child Support Policies for Low Income Fathers. Kellogg Devolution Initiative Paper.
ED 441 045

Turpin, Rodney
Academic Success of At-Risk Students in an Alternative School Setting: An Examination of

Students' Academic Success Out of the Mainstream School Environment.
ED 440 814

Tyler, John H.
Cognitive Skills Matter in the Labor Market, Even for School Dropouts. NCSALL Reports #15.
ED 440 303

Uden, T.
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ED 440 285

Uehara, Denise L.
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ED 440 924
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ED 440 925

Urey, Donna
Redesigning the Current Student Tracking Form. Action Research Monograph.
ED 440 237

Uriarte, Miren
Latino Students and the Massachusetts Public Schools.
ED 441 065

van Broekhuizen, L. David
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ED 440 923

Van der Hoeven, Sieta
Reading Adolescent Fiction: Students "Reading" Themselves.
ED 440 393

van der Veen, Ruud
From the Learning Organization to Learning Communities: Toward a Learning Society. Information Series No. 382.
ED 440 294

Van Duzer, Carol H., Ed.
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ED 440 556

Van Dyke, Joyce
Teenage Fatherhood and Delinquent Behavior. Juvenile Justice Bulletin.
ED 440 315

Vandivere, Sharon
Trends in the Well-Being of America's Children & Youth, 1999.
ED 440 773

Vanobbergen, Bruno
Classroom Management, Social Participation Structures and Required Social Competence in Kindergarten.
ED 440 764

Varhely, Susan
Treating Addictive Disorders.
ED 440 348

Vasquez, Jenifer
KidsCount in Colorado! 2000.
ED 440 739

Vaughan, Derek S.
Designing Student Assessment To Strengthen Institutional Performance in Associate of Arts Institutions. Project 5.2, Organizational and Administrative Support for Student Assessment.
ED 440 574
Designing Student Assessment To Strengthen Institutional Performance in Baccalaureate Institutions. Project 5.2, Organizational and Administrative Support for Student Assessment.
ED 440 573
Designing Student Assessment To Strengthen Institutional Performance in Comprehensive Institutions. Project 5.2, Organizational and Administrative Support for Student Assessment.
ED 440 572

Wilson, Melanie
A Different Kind of Smart: A Study of the Edu-cational Obstacles Confronting Homeless Youth in New England.
ED 441 069

Wilson, Myoung Chung
Building a Scholarly Communications Center: Modeling the Rutgers Experience. Frontiers of Access to Library Materials No. 5.
ED 440 665//

Wimsatt, Leslie A.
Long-Term Effect of College Quality on the Occupational Status of Students.
ED 440 580

Windham, Patricia
Changes in Employment: Executive, Administra-tive and Managerial (EAM), Fall 1995 to Fall 1999. Florida Community College System: Put-ting Minds To Work.
ED 440 711
Changes in Full Time Faculty, Fall 1994 to Fall 1998. Florida Community College System: Put-ting Minds To Work.
ED 440 712
College Preparatory Success Rate Report.
ED 440 705
Fast Facts 1-25. Florida Community College System: Putting Minds To Work.
ED 440 713
FETPIP Follow-Up Study.
ED 440 704
Florida Associate of Arts Graduates' Follow-Up Outcomes.
ED 440 702
Florida Vocational Graduates' Follow-Up Out-comes.
ED 440 703
Grades in Selected First-Year Courses by ELT Status.
ED 440 707
Graduation and Transfer Rate by ELT Status.
ED 440 710
Outcomes: A Longitudinal Look at the Class of Fall 1993. Florida Community College System: Putting Minds To Work.
ED 440 708
Repeated Course Enrollments.
ED 440 706

Wingfield, Mary
The Effect of Site-Based Preservice Experi-ences on Elementary Social Studies Teaching Self-Efficacy Beliefs.
ED 440 972

Winne, Philip H.
The Role of Feedback on Studying, Achieve-ment and Calibration.
ED 441 033

Winograd, David
Construction of Conflict: A Microethnographic Study.
ED 440 616
Writing in the Ether: A Collaborative Approach to Academic Research.
ED 440 618

Wise, Steven L.
The Effects of Judgment-Based Stratum Classifi-cations on the Efficiency of Stratum Scored CATs.
ED 441 027

Wishnietsky, Dan H.
Internet Basics: An Educator's Guide to Travel-ing the Information Highway.
ED 440 626//

Wolfer, Adam J.
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ED 440 856

Wolkoff, Sandra, Ed.
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ED 440 723

Wonacott, Michael E.
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ED 440 298

Wong, Manuel Kichi
Promoting Practitioner Research in Early Child-hood Education: A Collaborative Focus on Lan-guage, Development, and Diversity.
ED 440 758

Wong, Sau-ling Cynthia, Ed.
New Immigrants in the United States: Readings for Second Language Educators. Cambridge Language Teaching Library.
ED 440 552//

Wood, Mary Eileen
Selling without $$: Grassroots Advocates of Gifted and Talented Education Meet the Media.
ED 440 502

Woodward, Tessa, Ed.
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ED 440 531

Woolley, Claire
"Taking Control of Their Lives?" First Findings from a Comparative Study of Personal Agency and Social Structures in Young Adult Transi-tions in England and the New Germany. Revised Version.
ED 440 280

Woolman, David C.
The Australian Press and Education: A Survey of National and Global Perspectives.
ED 440 804

Wortham, Sue C.
Childhood: 1892-1992.
ED 440 778

Wortman, William A., Ed.
Literature in English: A Guide for Librarians in the Digital Age. ACRL Publications in Librari-anship No. 54.
ED 440 646//

Wyse, Dominic
Felt Tip Pens and School Councils: Children's Participation Rights in Four English Schools.
ED 440 763

Xiang, Zongping
Points of Light: Third Year Report of the Michi-gan School Readiness Evaluation.
ED 440 736

Yackanicz, Linda
Reluctant Writers & Writing-Prompt Software.
ED 440 381

Yang, Harrison
Examining Practices and Perceptions Related to the Soundness of Process-Based Assessment by Experienced and Inexperienced Teachers.
ED 441 025

Yang, Wen-Ling
Analysis of Item Ratings for Ensuring the Pro-cedural Validity of the 1998 NAEP Achieve-ment-Levels Setting.
ED 441 036

Yoon, Ruth M.
Families in Schools: How Did a Parent Educa-tion Program Change Parent Behaviors Related to Student Achievement?
ED 441 012

Yore, Larry D.
The Desired Image of a Science Writer.
ED 440 887

Young, Deidra J.
The Usefulness of Value-Added Research in Identifying Effective Schools.
ED 440 810

Young, Donald B.
Comprehensive Standards-Based Data Collec-tion: Essential for Valid Assessment of Program Impact.
ED 441 038

Ysseldyke, Jim
Characteristics of Students Who Participate in Kentucky's Testing System under Various Condi-tions. State Assessment Series, Maryland/Ken-tucky Report 4.
ED 440 511
Instructional and Assessment Accommodations in Kentucky. State Assessment Series, Mary-land/Kentucky Report 7.
ED 440 514
Instructional and Assessment Accommodations in Maryland. State Assessment Series, Mary-land/Kentucky Report 6.
ED 440 513
Out-of-Level Testing: Pros and Cons.
ED 440 509

Yu, Chuen Ying Connie
Principal Leadership in Hong Kong Christian Secondary Schools after 1997.
ED 440 449

Zahorik, John
Evaluation Results of the Student Achievement Guarantee in Education (SAGE) Program, 1997-98.
ED 441 001
Evaluation Results of the Student Achievement Guarantee in Education (SAGE) Program, 1998-99.
ED 441 003
First Year Results of the Student Achievement Guarantee in Education Program. Executive Summary.
ED 441 002

Zangari, Lora
Conversation Partners: Work in Progress. Action Research Monograph.
ED 440 238

Zgonc, Yvette
Sounds in Action: Phonological Awareness Activities and Assessment.
ED 440 358

Zhu, Weimo
Teachers' Experiences with and Perceptions of Mosston's Spectrum: How Do They Compare with Students'?
ED 440 949

Zimmerman, David
Client Satisfaction: A Synthesis for the Year 1999.
ED 440 994

Zinanni, Tim
Improving Student Behavior.
ED 440 309

Institution Index

This index lists the titles of documents under the institution responsible for them and/or the agency sponsoring them. The index is arranged in alphabetical sequence by the name of the university, agency, association, etc. Names beginning with the word "University" have generally been inverted in order to provide a more distinctive entry, e.g., Wisconsin University (for the University of Wisconsin).

As shown in the examples below, the accession number is displayed below and to the right of the title. Additional information about the document can be found under that number in the resume section.

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ED 440 640

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ED 440 289

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ED 440 494

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Selling without $$: Grassroots Advocates of Gifted and Talented Education Meet the Media.
ED 440 502

Suggestions for Screening Entering Kindergarten Students To Assist in the Identification of Possibly Gifted Children.
ED 440 489

AEL, Inc., Charleston, WV.
Notes from the Field: KERA in the Classroom.
ED 440 802

Survey of Staff Perceptions of the AEL Resource Center.
ED 440 638

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ED 440 453

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ED 440 673

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ED 440 676

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ED 440 670

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ED 440 671

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ED 440 674

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ED 440 475

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ED 441 011

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ED 440 467

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ED 441 054

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ED 440 734

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ED 441 049

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ED 441 051

Controlling the Front Gates: Effective Admissions Policies and Practices. Pathways to Juvenile Detention Reform 3.

ED 441 050

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ED 440 737

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ED 440 770

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ED 441 053

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ED 441 047

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ED 440 729

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ED 440 739

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ED 440 730

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ED 440 746

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ED 440 747

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ED 440 725

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ED 440 722

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ED 441 048

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ED 441 056

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ED 441 061

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ED 441 052

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ED 441 057

A Report on Child Care in West Virginia. West Virginia Kids Count Data Book: 1999 County Profiles of Child Well-Being.

ED 440 744

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ED 440 743

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ED 441 072

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ED 441 055

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ED 440 673

Fulfilling the Promise of Access and Opportunity: Collaborative Community Colleges for the 21st Century. New Expeditions: Charting the Second Century of Community Colleges. Issues Paper No. 3.

ED 440 670

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ED 440 969

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ED 440 810

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ED 440 518

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ED 440 522

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ED 440 520

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ED 440 517

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ED 440 482

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ED 441 059

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ED 440 467

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ED 440 265

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ED 440 776

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ED 440 774

Boys to Men: Sports Media. Messages about Masculinity: A National Poll of Children, Focus Groups, and Content Analysis of Sports Programs and Commercials.

ED 440 775

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ED 440 734

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ED 440 745

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ED 440 746

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ED 440 747

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Building a Future: Working with the Post-High School Expectations of Students & Parents.

ED 440 495

Youth with Disabilities Who Are Runaways and/or Homeless: Responding to the Need.

ED 440 494

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ED 440 729

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ED 440 454

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Institutional Support for Student Assessment: Methodology and Results of a National Survey.

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ED 261 929

PUBLICATION TYPE CATEGORIES

CODE	CATEGORY	CODE	CATEGORY
010	BOOKS	073	ERIC Digests in Full Text
	COLLECTED WORKS	080	JOURNAL ARTICLES
020	– General	090	LEGAL/LEGISLATIVE/REGULATORY MATERIALS
021	– Conference Proceedings	100	AUDIOVISUAL/NON-PRINT MATERIALS
022	– Serials	101	– Computer Programs
030	CREATIVE WORKS (Literature, Drama, Fine Arts)	102	– Machine-Readable Data Files (MRDF)
	DISSERTATIONS/THESES	110	STATISTICAL DATA (Numerical, Quantitative, etc.)
040	– Undetermined	120	VIEWPOINTS (Opinion Paper, Position Papers,
041	– Doctoral Dissertations		Essays, etc.)
042	– Masters Theses		REFERENCE MATERIALS
043	– Practicum Papers	130	– General
	GUIDES	131	– Bibliographies
050	– General	132	– Directories/Catalogs
	– Classroom Use	133	– Geographic Materials
051	– Instructional Materials (For Learner)	134	– Vocabularies/Classifications/Dictionaries
052	– Teaching Guides (For Teacher)		REPORTS
055	– Non-Classroom Use (For Administrative & Support	140	– General
	Staff, and for Teachers, Parents, Clergy,	141	– Descriptive
	Researchers, Counselors, etc., in Non-Classroom	142	– Evaluative/Feasibility
	Situations)	143	– Research/Technical
060	HISTORICAL MATERIALS	150	SPEECHES, CONFERENCE PAPERS
070	INFORMATION ANALYSES (State-of-the-Art	160	TESTS, EVALUATION INSTRUMENTS
	Papers, Research Summaries, Reviews of the	170	TRANSLATIONS
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071	– ERIC Publications		
072	– Book/Product Reviews		

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ED 440 853//

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ED 440 359//

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Quantitative Results of the Learning Environments for Accelerated Progress (LEAP) Curriculum.

ED 440 365
Reader Response: Effect of Reading Level on Readers' Aesthetic Responses.

ED 440 370
Reading Adolescent Fiction: Students "Reading" Themselves.

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Reading in Elementary Science Instruction: An Examination of Teachers' Trade Book Selections.

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"Reasoner's Workbench" Program Supports Students' Individual and Collaborative Argumentation.

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Relation of Student Characteristics to Learning of Basic Biochemistry Concepts from a Multimedia Goal-Based Scenario.

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The Relationship between Means-End Task Analysis and Context-Specific and Global Self-Efficacy in Emergency Certification Teachers: Exploring a New Model of Teacher Efficacy.

ED 440 974
The Relationships among Early Childhood Educators' Beliefs, Knowledge Bases, and Practices Related to Early Literacy.

ED 440 403
The Relative Compensation of Part-Time and Full-Time Workers.

ED 440 245

(150) Speeches/Meeting Papers

ED 440 938
Action Research: Establishing Recognition as Professional Learning. Ontario College of Teachers.

ED 440 940
Addressing Teacher Supply and Demand by Increasing the Success of First-Year Teachers.

ED 440 944
Adjudicated Students' Perceptions of Ideal Teacher Characteristics.

ED 440 320
Adults' Engagement in Reading: A Test of Engagement Theory.

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Affecting Socially Constructed Beliefs through Narrative Simulation.

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All Students Can Learn: Effects of Curriculum Alignment on the Mathematics Achievement of Third-Grade Students.

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Another Look at Genre in the Teaching of Writing.

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Assessing Clinical Judgment Using Standardized Oral Examinations.

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Assessing the Institution: The National Accreditation Perspective.

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The Australian Press and Education: A Survey of National and Global Perspectives.

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Behind the Fences: Case Study of a Literacy Teacher in a Prison Classroom.

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A Benchmark Review of Postsecondary Technical Students in Pennsylvania.

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Canon Formation and the Creative Writing Classroom.

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The Center for Electronic Imaging Systems: Imaging in the Information Age.

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Children's Responses to Psychological Maltreatment in Fairy Tales.

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Children's Socialisation into Schools' Learning Contexts: Ability Grouping in the UK Primary School.

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Collaborative Learning as Professional Socialization.

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Community College Teaching: Divining the Future from the Past.

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Coping in Children and Adolescents: Project KICK—A Primary Prevention Model.

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Cost Perception and the Expectancy-Value Model of Achievement Motivation.

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Counsellor Education for Developing Multicultural Counselling Competencies.

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Creationism and Evolution: A Systems Perspective on a Textbook Controversy.

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Critical Examination of U.S. Curriculum History in Early Childhood Education.

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Cross Cultural Perspectives on Educators' Reporting Practices of Maltreatment: A Discussion Paper on the Situation in England.

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Crossing the Brooklyn Bridge: The Geography of Social/Cultural Transitions.

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Current Trends and Future Prospects for Archiving Scholarly Communication: The Case of Electronic Journals.

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A Curriculum To Improve Decision-Making for School Psychologists.

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Deaf and Hearing Students' Transfer and Application of Skill in Math Problem Solving.

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The Desired Image of a Science Writer.

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Developing and Using Black Cultural Knowledge: Challenges and Opportunities in Teacher Development.

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The Development of Coping Resources in Pre-Adolescence within the Context of Whole-School Curriculum.

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The Development of Empathy and Role-Taking Skills in Pupils from Grades Six to Nine.

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The Devolution of 20th Century Presidential Campaign Rhetoric: A Call for "Rhetorical Service."

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Dewey and the Contours of an Environment for Teaching and Learning.

ED 441 005
Dictating Modes of Communication: How Communication Media Usage Norms Limit Freedom of Expression in Virtual Organizations.

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A Diet of English Language Arts Outcomes: Alberta and South Africa.

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Differences between the Performance of Limited English Proficient Students and Students Who Are Labeled Proficient in English on Different Content Areas: Reading and Mathematics.

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The Differential Role of Physical Science and Biology in Achieving Scientific Literacy in South Africa—A Possible Explanation.

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Diversity Awareness and Cultural Sensitivity:

ED 440 973
Assessing and Negotiating Multiple Viewpoints after School Desegregation for Educational Transformation.

ED 440 973
Dropouts in New Mexico: Native American and Hispanic Students Speak Out.

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Dual Language Asymmetry: Symbolic Inequalities.

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Ecological Human Brain and Young Children's "Naturalist Intelligence" from the Perspective of Developmentally and Culturally Appropriate Practice (DCAP).

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Educating Applied Assessment Professionals at the Masters Level.

ED 440 988
EFA 2000 Thematic Study on Literacy and Adult Education.

ED 440 256
The Effect of a Reading Accommodation on Standardized Test Scores of Learning Disabled and Non Learning Disabled Students.

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The Effect of Site-Based Preservice Experiences on Elementary Social Studies Teaching Self-Efficacy Beliefs.

ED 440 972
The Effects of Judgment-Based Stratum Classifications on the Efficiency of Stratum Scored CATs.

ED 441 027
Efficacy of the Multidisciplinary Evaluation for Preschoolers with Suspected Developmental Delays.

ED 441 035
Electronic Mentoring: Quantifying the Programmatic Effort.

ED 440 969
Empirically Based Criteria for Determining Meaningful Effect Size.

ED 440 978
Engaging High School Students as Co-Researchers in Qualitative Research: Logistical, Methodological and Ethical Issues.

ED 441 011
Engaging Women in Inquiry and Discourse: The Pedagogy of an Elementary Science Education Web Course.

ED 440 851
Engineering Education in the United States: Past, Present, and Future.

ED 440 863
Equalizing Expectations, Achieving Equity.

ED 440 847
Escaping from the Service Delivery Model in Educational Leadership Preparation: Focusing Instruction on Performance.

ED 440 460
The Ethnic Dimensions of Social Capital: How Parental Networks Shape Track Placement in Germany.

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Evaluating Univariate, Bivariate, and Multivariate Normality Using Graphical Procedures.

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Examining Educators' Professional Development: A Global Perspective on Issues and Practices.

ED 440 936
Examining Practices and Perceptions Related to the Soundness of Process-Based Assessment by Experienced and Inexperienced Teachers.

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ED 440 542
The Experiences of Adult Undergraduate Students—What Shapes Their Learning?

ED 440 275
Expertise Development in Managerial Sciences: The Use of Knowledge Types in Problem-Solving.

ED 440 276

ments for Accelerated Progress (LEAP) Curriculum.
ED 440 365

Reading Adolescent Fiction: Students "Reading" Themselves.
ED 440 393

Reading in Elementary Science Instruction: An Examination of Teachers' Trade Book Selections.
ED 440 867

"Reasoner's Workbench" Program Supports Students' Individual and Collaborative Argumentation.
ED 440 873

Recruiting, Selecting, and Orienting Graduate Teaching Assistants for the Basic Course in Oral Communication.
ED 440 419

Reinventing Online Education from a Social Context.
ED 440 680

Relation of Student Characteristics to Learning of Basic Biochemistry Concepts from a Multimedia Goal-Based Scenario.
ED 440 875

The Relationship between Means-End Task Analysis and Context-Specific and Global Self-Efficacy in Emergency Certification Teachers: Exploring a New Model of Teacher Efficacy.
ED 440 974

The Relationships among Early Childhood Educators' Beliefs, Knowledge Bases, and Practices Related to Early Literacy.
ED 440 403

Researching Schools' Contributions to Sustainable Development: Perspectives on Environmental Education and Environmental Management.
ED 440 866

A Review of the Learning and Working Styles Inventory.
ED 440 991

Review of Twenty Nonparametric Statistics and Their Large Sample Approximations.
ED 441 031

Risking Exposure: Branch Campus Writers Go Public.
ED 440 397

The Role of Feedback on Studying, Achievement and Calibration.
ED 441 033

Scaling an Introduction to Clinical Medicine Examination.
ED 441 024

Scenarios for Leadership and Abandonment in the Transformation of Schools.
ED 440 463

Schema Theory: A New Twist Using Duplo Models.
ED 440 961

School Psychology Consultation from the Consultee's Perspective.
ED 440 321

Sibling Support for Bilingual Kindergartners' Developing Literacy.
ED 440 549

The Significance of an Approach to the Teaching of Societal Issues Related to Biotechnology.
ED 440 876

The Sisters in Science Program: Building Girls' Interest and Achievement in Science and Mathematics.
ED 440 885

The Sisters in Science Program: Teaching the Art of Inquiry.
ED 440 886

Southern Extension Leadership Development: Leadership Development through a Virtual Organization.
ED 440 462

A State Accountability System as a Technology of Social Control: The Case of RI.
ED 441 013

Student Motivations for Participating in Policy or Parliamentary Debate.
ED 440 414

Students Creating Their Own Thinking-Learning Contexts.
ED 441 037

Students' Motivation toward Learning Physical

Science—A Case from Four Classes of Taiwanese Students.
ED 440 889

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ED 440 789

Superintendent Leadership for Accountability in a Site-Based Decision Making Context: A Balancing Act.
ED 440 466

A Syntactical and Rhetorical Analysis of Selected Annual Reports.
ED 440 387

Taiwanese and American Preschool Children's Everyday Mathematics.
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Teachers' Experiences with and Perceptions of Mosston's Spectrum: How Do They Compare with Students'?
ED 440 949

Teachers' Perspectives on Incorporating Current Controversial Issues into the Curriculum.
ED 440 907

Teachers' Views of the Nature of Multicultural Literacy.
ED 440 356

Teaching Current Events: Its Status in Social Studies Today.
ED 440 899

Teaching from the Heart: A Search for Meaning.
ED 440 798

Teaching the Skills of Social Behavior: An Examination of Teaching Mainstream Expectations to Students in the Margins.
ED 440 336

Textual Orientations: Gay and Lesbian Students and the Making of Discourse Communities.
ED 440 399

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ED 440 962

Toward "Constructing" the Concept of Statistical Power: An Optical Analogy.
ED 441 009

Trends in Information Technology and Future Prospects with Regard to Transforming Classroom Interaction.
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Two Profiles of Schoolteachers: A Discriminant Analysis of Job Satisfaction.
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Uncovering the Potential Contradictions in Reconstitution Reforms: A Working Paper.
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Undergraduate Appellate Simulation in American Colleges and Universities.
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The Unexamined Life Is Not Worth Living: A Case Study of Adults in College Who Developed an Experiential Learning Portfolio Based on Professional Work Experiences.
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The Use of Technology To Facilitate the Analysis of a Qualitative Research Study.
ED 440 997

The Usefulness of Value-Added Research in Identifying Effective Schools.
ED 440 810

Using Accountability Measures in the Preparation of Preservice Teachers To Make a Difference in the Learning of All Students.
ED 440 926

Using Linear versus Quadratic Rules in Predictive and Descriptive Discriminant Analysis.
ED 441 029

Using Literature To Help Emergent Readers Develop Concepts in Math, Social Studies, and Science.
ED 440 385

Using the Feature Film "American History X" To Teach Principles of Self-Concept in the Introduction to Interpersonal Communication Course.
ED 440 412

Utilizing the Science as Core Course of an Integrated Curriculum Development: A Collaborative Action Research.
ED 440 850

Validation of a School Violence Prevention Assessment Tool.
ED 441 023

Values in Mathematics Textbooks: A View through Two Australasian Regions.
ED 440 870

Violence in Schools: Causation and Prevention.
ED 440 317

What Do Kids Think When Their Teachers Grade?
ED 441 017

What Is Successful Pedagogy in Auckland's Low Decile Primary Schools? Preliminary Findings.
ED 440 811

What Really Happens? Community Service Learning for Multicultural Teacher Education.
ED 440 902

Who's Afraid of Bilingual Learners? The Role of Teachers' Attitudes and Beliefs.
ED 440 386

Why Beginning English Teachers Do What They Do.
ED 440 382

Yakima School District Comprehensive Counseling and Guidance Program.
ED 440 308

(160) Tests/Questionnaires

Academic English Mastery Program: 1998-99 Evaluation Report.
ED 440 538

Academic Success of At-Risk Students in an Alternative School Setting: An Examination of Students' Academic Success Out of the Mainstream School Environment.
ED 440 814

Adjudicated Students' Perceptions of Ideal Teacher Characteristics.
ED 440 320

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ED 440 649

Assessing Reading: Multiple Measures for Kindergarten through Eighth Grade.
ED 440 359//

Assessment, Diagnosis, and Treatment.
ED 440 347

Assessment: A Development Guidebook for Teachers of English-Language Learners. Second Edition.
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Attitudes of New High School Graduates toward Apprenticeship Careers as First Choice Vocations.
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The Benefits of a Tutor Training Manual. Action Research Monograph.
ED 440 232

Branch Libraries and Discrete Collections. SPEC Kit 255.
ED 440 648

Building Successful Teacher Use of Computers in the Classroom: Results from a 1998-99 Survey of WCPSS Middle School Teachers.
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Framework for the Future.

ED 440 801

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ED 440 973

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Monograph.

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Improving Student Behavior.

ED 440 309

Increased Tutor Participation. Action Research Monograph.

ED 440 218

Increasing Student Motivation through the Development of a Personal Mission Statement. Action Research Monograph.

ED 440 228

Institutional Support for Student Assessment: Methodology and Results of a National Survey.

ED 440 575

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ED 440 514

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International Education Study Abroad Programs: A Level 1 Review. Florida Community College System: Putting Minds To Work.

ED 440 715

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ED 440 492

Networked Information Resources. SPEC Kit 253.

ED 440 617

One-Size-Fits-All vs. Pick-and-Choose Format. Action Research Monograph.

ED 440 236

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ED 440 958

Post-Test Learner Evaluation. Action Research Monograph.

ED 440 233

Reader Response: Effect of Reading Level on Readers' Aesthetic Responses.

ED 440 370

Redesigning the Current Student Tracking Form. Action Research Monograph.

ED 440 237

Reducing "Math Anxiety" in College Algebra Courses Including Comparisons with Elementary Statistics Courses.

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The Relationships among Early Childhood Educators' Beliefs, Knowledge Bases, and Practices Related to Early Literacy.

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A Review of Literature on Formative Evaluation of Teachers through Mid-Term Student Feedback and How the Reiser and Dick Instructional Planning Model Can Enhance This Feedback.

ED 440 621

Satisfaction with TRIO Programs. Final Report.

ED 440 613

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ED 440 281

Smarthinking.com—Online Writing Lab or Jiffy-Editing Service?

ED 440 383

Sounds in Action: Phonological Awareness Activities and Assessment.

ED 440 358

The South Carolina Comprehensive Developmental Guidance and Counseling Program Model: A Guide for School Counseling Programs, Prekindergarten-Twelfth Grade.

ED 440 314

Spirituality and Multicultural Counseling: A Generic Model and Discussion.

ED 440 311

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ED 440 668

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ED 441 037

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ED 440 537

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ED 440 234

Teaching Short-Term and Long-Term Goal-Setting to ESL Students for Educational, Personal, and Career Application. Action Research Monograph.

ED 440 224

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ED 440 976

What Do Kids Think When Their Teachers Grade?

ED 441 017

Youth with Disabilities Who Are Runaways and/or Homeless: Responding to the Need.

ED 440 494

(171) Multilingual/Bilingual Materials

Overview of Related Research To Inform the Development of the Western Canadian Protocol Social Studies (K-12) Common Curriculum Framework for Francophone Education = Apercu de recherches en vue de l'elaboration du Cadre commun de resultats d'apprentissage en sciences humaines (M-12) du Protocole de l'Ouest canadien pour l'education francophone.

ED 440 908

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SP – Teaching and Teacher Education
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AA001321 ED440211	CE080012 ED440253	CE080069 ED440296	CG029972 ED440338
	CE080013 ED440254	CE080070 ED440297	CG029973 ED440339
CE079455 ED440212	CE080014 ED440255	CE080071 ED440298	CG029974 ED440340
CE079938 ED440213	CE080015 ED440256	CE080072 ED440299	CG030033 ED440341
CE079961 ED440214	CE080019 ED440257//	CE080074 ED440300	CG030037 ED440342
CE079962 ED440215	CE080020 ED440258	CE080077 ED440301	CG030038 ED440343
CE079963 ED440216	CE080021 ED440259	CE080078 ED440302	CG030039 ED440344
CE079964 ED440217	CE080022 ED440260	CE080079 ED440303	CG030040 ED440345
CE079965 ED440218	CE080023 ED440261	CE080080 ED440304//	CG030041 ED440346
CE079966 ED440219	CE080024 ED440262	CE080081 ED440305//	CG030042 ED440347
CE079967 ED440220	CE080025 ED440263	CE080084 ED440306	CG030043 ED440348
CE079968 ED440221	CE080026 ED440264	CE080090 ED440307	CG030044 ED440349
CE079969 ED440222	CE080027 ED440265		CG030045 ED440350
CE079970 ED440223	CE080030 ED440266//	CG029779 ED440308	CG030046 ED440351
CE079971 ED440224	CE080031 ED440267//	CG029809 ED440309	CG030047 ED440352
CE079972 ED440225	CE080033 ED440268	CG029811 ED440310	CG030048 ED440353
CE079973 ED440226	CE080034 ED440269	CG029828 ED440311	CG030049 ED440354
CE079974 ED440227	CE080035 ED440270	CG029829 ED440312	CG030050 ED440355
CE079975 ED440228	CE080036 ED440271	CG029830 ED440313	
CE079976 ED440229	CE080037 ED440272	CG029832 ED440314	CS013936 ED440356
CE079977 ED440230	CE080038 ED440273	CG029833 ED440315	CS013937 ED440357
CE079978 ED440231	CE080039 ED440274	CG029835 ED440316	CS013938 ED440358
CE079979 ED440232	CE080040 ED440275	CG029847 ED440317	CS013939 ED440359//
CE079980 ED440233	CE080041 ED440276	CG029848 ED440318//	CS013940 ED440360//
CE079981 ED440234	CE080042 ED440277	CG029850 ED440319//	CS013941 ED440361//
CE079982 ED440235	CE080043 ED440278	CG029851 ED440320	CS013942 ED440362
CE079983 ED440236	CE080044 ED440279	CG029852 ED440321	CS013943 ED440363
CE079984 ED440237	CE080045 ED440280	CG029856 ED440322	CS013944 ED440364
CE079985 ED440238	CE080046 ED440281	CG029857 ED440323	CS013945 ED440365
CE079989 ED440239	CE080047 ED440282	CG029859 ED440324	CS013946 ED440366
CE079990 ED440240	CE080049 ED440283	CG029860 ED440325	CS013947 ED440367
CE079991 ED440241//	CE080054 ED440284	CG029861 ED440326	CS013948 ED440368
CE079992 ED440242	CE080055 ED440285	CG029868 ED440327	CS013949 ED440369
CE079994 ED440243	CE080056 ED440286	CG029869 ED440328	CS013950 ED440370
CE079995 ED440244	CE080057 ED440287	CG029870 ED440329	CS013952 ED440371
CE079996 ED440245	CE080058 ED440288	CG029871 ED440330	CS013953 ED440372
CE079997 ED440246	CE080061 ED440289	CG029872 ED440331	CS013956 ED440373
CE080001 ED440247	CE080063 ED440290	CG029874 ED440332	CS013957 ED440374
CE080002 ED440248	CE080064 ED440291	CG029875 ED440333	CS013963 ED440375
CE080003 ED440249	CE080065 ED440292	CG029968 ED440334	CS217056 ED440376
CE080007 ED440250	CE080066 ED440293	CG029969 ED440335	CS217057 ED440377//
CE080010 ED440251	CE080067 ED440294	CG029970 ED440336	CS217058 ED440378//
CE080011 ED440252	CE080068 ED440295	CG029971 ED440337	CS217059 ED440379//

SP039164 ED440928	TM030795 ED440997	UD033533 ED441066
SP039165 ED440929	TM030796 ED440998	UD033540 ED441067//
SP039166 ED440930	TM030797 ED440999	UD033542 ED441068
SP039167 ED440931	TM030798 ED441000	UD033543 ED441069
SP039168 ED440932	TM030799 ED441001	UD033544 ED441070
SP039169 ED440933	TM030800 ED441002	UD033545 ED441071
SP039170 ED440934	TM030801 ED441003	UD033546 ED441072
SP039171 ED440935	TM030802 ED441004	UD033547 ED441073
SP039172 ED440936	TM030803 ED441005	
SP039173 ED440937	TM030804 ED441006	
SP039174 ED440938	TM030805 ED441007	
SP039175 ED440939	TM030806 ED441008	
SP039176 ED440940	TM030807 ED441009	
SP039177 ED440941	TM030808 ED441010	
SP039178 ED440942	TM030809 ED441011	
SP039179 ED440943	TM030810 ED441012	
SP039180 ED440944	TM030811 ED441013	
SP039181 ED440945	TM030812 ED441014	
SP039182 ED440946	TM030813 ED441015	
SP039183 ED440947	TM030814 ED441016	
SP039184 ED440948	TM030815 ED441017	
SP039185 ED440949	TM030816 ED441018	
SP039186 ED440950	TM030817 ED441019	
SP039187 ED440951	TM030818 ED441020	
SP039189 ED440952	TM030819 ED441021	
SP039190 ED440953	TM030820 ED441022	
SP039191 ED440954	TM030821 ED441023	
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TM030783 ED440987	UD033520 ED441056	
TM030784 ED440988	UD033521 ED441057	
TM030785 ED440989	UD033523 ED441058	
TM030786 ED440990	UD033525 ED441059	
TM030787 ED440991	UD033526 ED441060	
TM030788 ED440992	UD033527 ED441061	
TM030789 ED440993	UD033528 ED441062	
TM030790 ED440994	UD033530 ED441063	
TM030793 ED440995	UD033531 ED441064	
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THESAURUS ADDITIONS AND CHANGES

The following additions and modifications have been made to the ERIC controlled vocabulary since December 1994. They are, therefore, not included in the main body of the 13th (1995) edition of the *Thesaurus of ERIC Descriptors*.

ACADEMIC ACCOMMODATIONS (DISABILI-TIES) *Jul. 2000*
SN Modifications of services, programs, and facilities to help persons with disabilities access the general education curriculum and validly demonstrate learning
UF Accommodations for Disabled (Educational Settings)

ACADEMIC DISCOURSE *Aug. 2000*
SN Presentation of ideas (usually in written form) in academic or scholarly contexts that exhibits conventional characteristics in form and expression—traditionally, such communication has been objective, analytical, and expository, and has generally advanced an argument for a particular thesis—can also refer to conventions of discourse followed within individual scholarly disciplines—is often addressed in writing instruction for college (and, in some cases, high school) students (Note: Do not confuse with "English for Academic Purposes," which involves English instruction for non-English speakers—see also the Identifier "Academic Language")
UF Academic Writing

Academic Discourse Communities
USE ACADEMIC DISCOURSE
and DISCOURSE COMMUNITIES

Academic Senates (Colleges)
USE COLLEGE GOVERNING COUNCILS (unqualified use reference "Academic Senates" was deleted)

ACIDS *Jun. 98*

ADOLESCENT ATTITUDES *Aug. 99*
SN Attitudes of, not toward, adolescents

ADOLESCENT BEHAVIOR *Jun. 2000*
SN Behavior of adolescents (note: do not use for immature behavior by those older than adolescents)

AFROCENTRISM *Aug. 99*
SN Political and educational movement stressing African cultural values and the achievements of African civilizations, aimed at increasing confidence, identity, and unity among African-Americans and others of African descent
UF African Centered Perspective
     Africentrism

Alternate Day Block Scheduling
USE ALTERNATE DAY SCHEDULES
and BLOCK SCHEDULING

ALTERNATE DAY SCHEDULES *Dec. 89*
SN (Scope Note Changed) Scheduling attendance on alternate days—frequently refers to kindergarten, preschool, or day care programs

ALTERNATIVE ASSESSMENT *Sep. 2000*
SN Appraising knowledge or skills by means other than traditionally employed, objective tests, especially standardized multiple-choice tests
UF Alternative Evaluation (Individuals)
     Alternatives to Standardized Testing

AMERICAN DREAM *Jan. 96*
SN The ideals of freedom, equality, and opportunity traditionally held to be available to everyone in the U.S.—also, the popular belief that perseverance and hard work in the U.S. will bring forth happiness, success, and material well-being

ASIAN AMERICAN STUDENTS *Aug. 2000*
SN Students of Asian heritage (descendants of the indigenous peoples of East Asia and Southeast Asia) who are citizens or permanent residents of the United States

ATTITUDES TOWARD DISABILITIES *Jun. 99*
SN Predispositions or opinions, of individuals or of societies, concerning people with disabilities or concerning disabilities (note: see also the Identifier "Ableism")

Authentic Assessment
USE PERFORMANCE BASED ASSESSMENT

Bathrooms
USE TOILET FACILITIES

BEGINNING PRINCIPALS *Aug. 97*
SN Certified administrators entering their initial career position as executive or administrative officer of a school
UF First Year Principals

BEGINNING WRITING *Aug. 2000*
SN Initial activities, processes, or behaviors involved in learning to write—usually applies to young children (Note: Do not confuse with "Basic Writing," which consists of instruction in fundamental skills, or "Freshman Composition," which concerns the instruction of first-year college students—see also the Identifier "Early Writing")

BENCHMARKING *Feb. 98*
SN Systematically measuring and comparing the operations and outcomes of organizations, systems, processes, etc., against agreed upon "best-in-class" frames of reference

BEREAVEMENT *Jun. 96*
SN Deprivation or loss, especially of loved ones by death (note: prior to Jun96, this concept was frequently indexed by "Grief")

BIODIVERSITY *Jul. 2000*
SN The variety of living organisms, encompassing genetic differences within species to entire ecosystems
UF Biological Diversity
     Diversity (Biology)
     Genetic Diversity

BIRTHS TO SINGLE WOMEN *Dec. 95*
UF Illegitimacy
     Illegitimate Births (1967 1995)
     Nonmarital Childbirth
     Out of Wedlock Births
     Single Mother Births
     Unmarried Mother Births

BISEXUALITY *Jun. 98*
SN Sexual responsiveness to both sexes

BLOCK SCHEDULING *Aug. 96*
SN An instructional arrangement whereby part or all of the daily class schedule is organized into blocks of time longer than an hour, to facilitate flexibility and diversity in instructional activities (note: prior to Aug96, this concept was indexed as "Time Blocks")
UF Block Time Teaching (former UF of "Time Blocks")

BOOKSTORES *Feb. 2000*
SN Commercial businesses where books are the primary items for sale (note: see also the Identifiers "Booksellers" and "Book Dealers")
UF Bookshops

Bosnian
USE SERBOCROATIAN

BRAIN *Sep. 97*
UF Brain Research

BRAIN DRAIN *Feb. 2000*
SN Loss of highly skilled or educated persons from one country, region, institution, or job sector to another (for better pay, improved living conditions, expanded opportunities, etc.)

BRASS INSTRUMENTS *May 2000*
SN Musical wind instruments, such as trumpets, trombones, and tubas, made of brass or other metal tubing commonly curved two or more times, and having a cup-shaped mouthpiece at one end and a flared bell at the other

BULLYING *Jul. 98*
SN Cruelty and intimidation by teasing, taunting, threatening, hitting, stealing, excluding, ignoring, etc.

CAPITAL PUNISHMENT *Aug. 98*
UF Death Penalty
     Executions (Criminal Law)

Captioned Media
USE CAPTIONS

CAPTIONS *Dec. 74*
SN (Scope Note Changed) Explanatory comments accompanying photographs, illustrations, etc.

CAREER ACADEMIES *Aug. 95*
SN Schools-within-schools (usually high-school level) focusing on broadly defined career themes (health careers, electronics, etc.), with highly integrated academic and vocational curricula and active involvement of local employers
UF High School Academies (Career Development)
     Job Training Academies
     Partnership Academies (School and Business)
     Vocational Academies

CASE METHOD (TEACHING TECHNIQUE) *Dec. 97*
SN The practice of using cases as a pedagogical tool in fields such as law, business, medicine, and education—cases may include real and imagined scenarios, critical incident analysis, case studies, vignettes, and anecdotal accounts
UF Case Based Instruction
     Case Study Approach (Teaching)

CASE STUDIES *Apr. 70*
SN (Scope Note Changed) Detailed analyses, usually focusing on a particular problem of an individual, group, or organization (note: do not confuse with "Medical Case Histories"—as of Dec97, use "Case Method (Teaching Technique)" for case-based instruction—as of Oct81, use as a minor Descriptor for examples of this kind of research—use as a major Descriptor only as the subject of a document)

CENTRAL OFFICE ADMINISTRATORS *Feb. 98*
SN School district administrators, responsible to the superintendent and board of education for such areas as curriculum, personnel, budget, assessment, student services, and community relations (occasionally may be interpreted to include the superintendent and board of education)

CHAOS THEORY   *Jan. 99*
SN   Study of complex, replicated patterns in seemingly random phenomena
UF   Butterfly Effect

CHARTER SCHOOLS   . *Oct. 95*
SN   Public schools run by groups of parents, teachers, and administrators under contract with local or state school boards, and given broad freedom from regulations in exchange for the promise of such favorable outcomes as improved test scores, attendance rates, and dropout rates

Child Restraints (Vehicle Safety)
USE CHILD SAFETY
and RESTRAINTS (VEHICLE SAFETY)

CHILD SAFETY   *Jul. 2000*
SN   Freedom from, or prevention of, harm or danger to children (Note: See also "Child Welfare" for the related notion of a state in which physical and/or psychological needs of children are satisfied)

CHILDRENS WRITING   *May 95*
SN   Writing by, not for, children (note: see also the Identifiers "Beginning Writing" and "Early Writing")

CLASSICAL LITERATURE   *Jul. 66*
SN   (Scope Note Changed) Literature of ancient Greece and Rome (note: do not use for outstanding or time-honored books generally, for which see "Classics (Literature)")

CLASSICS (LITERATURE)   *Aug. 96*
SN   Literary works of demonstrably enduring appeal and quality (note: do not confuse with the literature of ancient Greece and Rome, for which use "Classical Literature"—see also the Identifiers "Great Books Curriculum" and "Junior Great Books Program")
UF   Literary Classics

Cocaine Prenatal Exposure
USE COCAINE
and PRENATAL DRUG EXPOSURE

COCHLEAR IMPLANTS   *Oct. 99*
SN   Surgically inserted devices that convert sound reaching the cochlea into electrical impulses that are transmitted by wire to the auditory nerve—designed for persons with severe to profound hearing loss who receive little or no benefit from hearing aids

Collaborative Teaching
USE TEAM TEACHING

College Bookstores
USE BOOKSTORES
and COLLEGE STORES

Community Based Education
USE COMMUNITY EDUCATION

COMMUNITY EDUCATION   *Jul. 66*
SN   (Scope Note Changed) Extending existing educational resources (including those of schools, colleges, and local organizations) into the community to serve all age groups and special target groups not ordinarily served by regular educational programs (note: do not confuse with community-focused place-based education, for which use the Identifier "Place Based Education," coordinated as appropriate with a second Identifier "Sense of Community")

COMMUNITY NEEDS   *Aug. 98*
SN   Necessary conditions for optimal function, development, or well-being of the community

COMPREHENSIVE SCHOOL HEALTH EDUCATION   *Nov. 95*
SN   Sequential programs of health instruction, health services, and healthful school environments that enable students in kindergarten through grade 12 to develop the awareness, knowledge, and skills needed for healthy behaviors—health areas covered include mental and emotional health, community and environmental health, consumer health, family life, growth and development, nutrition, personal health and fitness, safety and accident prevention, disease prevention and control, and substance use and abuse
UF   Comprehensive School Health Programs

CONCEPT MAPPING   *Nov. 96*
SN   The identification, organization, and graphic depiction of relationships among concepts in a knowledge domain—the technique employs a node-link formalism in which domain key concepts are circled, bracketed, etc., arranged hierarchically (general to specific), then interconnected by lines labeled with short explanations

CONJUNCTIONS   *Sep. 96*
SN   Connective words, as "and," "but," "because," "even though," that join words, phrases, clauses, or sentences (note: see also the Identifier "Connectives (Grammar)")

CORPORATE LIBRARIES   *Feb. 2000*
SN   Special libraries located within business firms (note: do not confuse with "Business Libraries," i.e., libraries that focus on business administration and other business subjects)
UF   Company Libraries
     Industrial Libraries

Crack Babies
USE CRACK
and PRENATAL DRUG EXPOSURE

CRISIS INTERVENTION   *Mar. 80*
SN   (Scope Note Added) Techniques used to avert or deal with psychiatric or medical emergencies, as potential suicide, domestic violence, and drug overdose (note: prior to Aug99, this term was not restricted by a scope note)

CRISIS MANAGEMENT   *Aug. 99*
SN   Implementation of processes designed to prevent or alleviate crisis situations (e.g., violence, threats of violence, natural disasters, significant failures, scandals) in an organization, system, community, or environment (note: prior to Aug99, this concept was occasionally indexed "Crisis Intervention," which was not scoped)

CULTURAL RELEVANCE   *May 95*
SN   Applicability of materials, methods, or programs to one's own ethnicity, social status, gender, religion, home and community environment, and/or personal experiences (note: if possible, use the more specific term "Culturally Relevant Education")
UF   Relevance (Cultural)

CULTURALLY RELEVANT EDUCATION
                                                           May 95
SN   Educational practices and resources that reflect the culture, values, customs, and beliefs of students (i.e., help to connect what is to be learned with the students' own lives)
UF   Culturally Appropriate Education
     Culturally Responsive Education
     Culture Based Curriculum

CYSTIC FIBROSIS   *Oct. 98*
SN   Hereditary disease of the exocrine glands characterized by salty sweat and the overproduction of thick, sticky mucus that may obstruct passageways (including pancreatic and bile ducts, intestines, and bronchi)

DEBT (FINANCIAL)   *Jun. 99*
SN   Money owed by one party to another (note: see also such Identifiers as "External Debt," "International Debt," and "National Debt")

DENIAL (PSYCHOLOGY)   *Nov. 97*
SN   Refusal or inability to accept painful or difficult realities

DENSITY (MATTER)   *May 98*
SN   Mass per unit volume of a substance

DEVELOPMENTALLY APPROPRIATE PRACTICES   *Apr. 2000*
SN   Student-centered educational practices based on developmental needs (usually of young children) that are both age appropriate and individually appropriate—individuals' patterns of growth, personality, families, and culture are among the important elements of the latter dimension
UF   Developmentally Appropriate Programs
     Developmentally Inappropriate Education

DEWEY DECIMAL CLASSIFICATION   *Oct. 97*
SN   Widely used hierarchical system for classifying library materials, devised by Melvil Dewey in 1873 and revised many times since then, that divides knowledge into ten 3-digit numeric subject classes, with further specification expressed by numerals following decimal notation
UF   Decimal Classification (Dewey)
     DDC (Classification)

Direct Assessment
USE PERFORMANCE BASED ASSESSMENT

DISCOURSE COMMUNITIES   *Aug. 2000*
SN   Groups in which expressions of thought, either written or spoken, share characteristics of vocabulary, communicative intent, subject matter, form of presentation, etc.
UF   Rhetorical Community

DISSECTION   *Oct. 96*
SN   Examining the structure of an animal or plant by cutting it apart—frequently computer-simulated, and may include human anatomical study (note: for operative medical treatment, use "Surgery")

DIVERSITY (FACULTY)   *Aug. 97*
SN   Variation within a faculty population of such characteristics as race, religion, gender, cultural background, sexual orientation, or socioeconomic class

DIVERSITY (STUDENT)   *Aug. 97*
SN   Variation within a student population of such characteristics as race, religion, gender, cultural background, sexual orientation, or socioeconomic class

DOCUMENT DELIVERY   *Nov. 95*
SN   Transmission of a print or electronic document, such as a journal article, from a vendor or a library to the requestor—may be fee-based or free

DROUGHT   *Nov. 95*
SN   Climatic period(s) of extreme dryness, in which natural water supplies are insufficient for plant life and other needs (note: see also the Identifier "Desertification")

E Zines
USE ELECTRONIC JOURNALS

EARLY IDENTIFICATION   *Jun. 96*
SN   Diagnosis of an exceptionality (disability and/or giftedness), medical condition, or risk factor early in life or in the condition's early stages (note: prior to Jun96, the instruction "Early Detection, USE   Identification" was carried in the Thesaurus)
UF   Early Diagnosis
     Early Detection (former UF of "Identification")

ELECTRONIC JOURNALS *Aug. 96*
SN Periodicals, usually topical and moderated, that are published and disseminated (sometimes on an irregular schedule) in the form of electronic text or hypertext on computer networks (such as the Internet) or other computerized media (e.g., CD-ROM)
UF Electronic Magazines
Online Journals

ELECTRONIC LIBRARIES *Sep. 96*
SN Services and collections of information made accessible through computer networks—includes services such as document delivery, end-user searching and training, network access, and online catalog enhancements, and access to collections of bibliographic and full-text databases, electronic journals, and digital images
UF Digital Libraries
Virtual Libraries

EMERGENT LITERACY *Mar. 96*
SN The early stages of learning to read and write — an increasing awareness of the print world, usually associated with young learners observing and experimenting with reading and writing processes (note: in the 1980s, the emergent literacy perspective was a departure from the more traditional stage view of reading/writing readiness followed by formal learning)
UF Early Literacy

EMPOWERMENT *Jul. 96*
SN Promotion or attainment of autonomy and freedom of choice for individuals or groups (note: use a more specific term if possible— see the identifiers "Community Empowerment," "Employee Empowerment," and "Staff Empowerment")
UF Personal Empowerment
Self Empowerment

ENGLISH ONLY MOVEMENT *Dec. 95*
SN Efforts to make English the single official language of a government or other group (commonly, of the nation and states of the U.S.A.)

ENGLISH TEACHERS *Sep. 95*
SN Teachers of English-language arts and letters (note: may be coordinated with "English (Second Language)" for teachers of English as a second language)

ENVIRONMENTAL INTERPRETATION *Apr. 2000*
SN Presentation of the ecological or scientific significance of a park or other natural site— may take place in museums or other off-site locations

ETHNOMATHEMATICS *Jul. 2000*
SN Study of mathematical theories, concepts, or practices as affected by their sociocultural context—also the application of knowledge gained from such study, e.g., mathematics instruction for members of particular sociocultural groups

Euskara
USE BASQUE

EUTHANASIA *Oct. 97*
SN Inducing the death of persons or animals suffering from incurable conditions or diseases (note: related Identifiers are "Assisted Suicide" and "Right to Die")
UF Mercy Killing

Faculty Senates (Colleges)
USE COLLEGE GOVERNING COUNCILS
(unqualified use reference "Faculty Senates" was deleted)

FAMILY ENGLISH LITERACY *May 97*
SN English literacy for limited-English-proficient and non-English-speaking families — family English literacy programs usually include adult literacy, preschool/school-age education, and parenting education (note: use only for English as a second language programs — otherwise, use "Family Literacy")

FAMILY LITERACY *May 97*
SN Literacy for all family members — family literacy programs frequently combine adult literacy, preschool/school-age education, and parenting education (note: use the more specific term "Family English Literacy" for English as a second language programs)
UF Child Parent Literacy
Parent Child Literacy

FAMILY NEEDS *Jun. 96*
SN Conditions or factors necessary for optimal function, development, or well-being of families

FEMININITY *Jun. 2000*
SN The quality or condition of being feminine— may be considered to be determined or affected by biological, social, or cultural factors

FEMINIST CRITICISM *Sep. 96*
SN Description, interpretation, and evaluation of literature, art, music, educational programs, etc., from a feminist perspective (i.e., of female consciousness, women's rights, and the resistance to male domination)

FLOODS *Nov. 95*
SN Bodies of water that overtop their natural or artificial confines and that cover areas not normally underwater

FOCUS GROUPS *May 96*
SN Small, roundtable discussion groups charged with examining specific topics or problems (e.g., consumer preferences, product attributes, educational issues), including possible options or solutions—focus groups usually consist of 4-12 participants, guided by moderators to keep the discussion flowing and to collect and report the results
UF Focused Group Interviews

FRAUD *Jun. 99*
SN Deceit, trickery, or breach of confidence in order to gain unfair or dishonest advantage

Gardeners
USE GARDENING
and GROUNDS KEEPERS

GARDENING *Sep. 2000*
SN The laying out and care of a plot of ground devoted partially or wholly to the growing of plants such as flowers, herbs, or vegetables

GARDENS *Sep. 2000*
SN Plots of ground where herbs, fruits, flowers, vegetables, or other plants are cultivated— includes "water gardens," built about streams or pools, often with aquatic plants

GENDER ISSUES *Jun. 2000*
SN Points of discussion or controversy pertaining to aspects of the male or female sex, especially in relation to societal or cultural conceptions of masculine and feminine roles or traits (note: use a more precise term if possible—do not confuse with the Identifier "Gender (Language)")

GENOCIDE *Feb. 2000*
SN Deliberate systematic measures, often overtly or tacitly supported by a government, intended to exterminate a racial, political, or cultural group of people—usually refers to mass murder and other physical harm but may include destruction of language, religion, or culture (note: see also the Identifier "Holocaust")

GLOBAL APPROACH *Oct. 74*
SN (Scope Note Changed) Approach to social, cultural, scientific, and humanistic questions involving an orientation to the world as a single interacting system (note: do not confuse with outlooks or philosophies of life, for which see "World Views")

Global Perspectives
USE GLOBAL APPROACH

Government Policy
USE PUBLIC POLICY

GRAPHING CALCULATORS *Jun. 97*
SN Calculators capable of producing animated graphing sequences based on mathematical formulas (note: prior to Jun97, the Identifier "Graphing Utilities" was commonly used to index this concept)

GUN CONTROL *Sep. 98*
SN The regulation of the manufacture, transport, sale, ownership, and use of firearms
UF Firearms Control

GUNS *Sep. 98*
SN Weapons using an explosive, usually gunpowder, to hurl bullets or other projectiles (note: do not use for the Identifier "Toy Guns")
UF Firearms
Small Arms

Hands on Learning
USE EXPERIENTIAL LEARNING

HANDS ON SCIENCE *Dec. 95*
SN Science activities and programs that require active personal participation

HAZING *Sep. 2000*
SN Subjecting people to humiliation or abuse as part of an initiation process

HEALTH BEHAVIOR *Jun. 2000*
SN Actions, practices, or habits that have an impact on health

HEALTH MAINTENANCE ORGANIZATIONS *Nov. 95*
SN Prepaid comprehensive medical service systems (note: see also the Identifier "Social Health Maintenance Organizations")
UF HMOs
Managed Care (HMOs)

HEALTH PROMOTION *Jun. 88*
SN (Scope Note Changed) Activities that encourage and support optimum physical and mental states or conditions

HIGH STAKES TESTS *Jul. 2000*
SN Tests whose results are the chief determinants of significant consequences for individuals (e.g., graduation, grade promotion, or tracking) or institutions (e.g., accreditation, funding, or ranking)

HISPANIC AMERICAN STUDENTS *Jun. 2000*
SN Students of Hispanic heritage who are citizens or permanent residents of the United States

HISTORIANS *Nov. 96*
SN Scholars or writers of chronological accounts of human events

HISTORIC SITES *Apr. 2000*
SN Locations having historical significance

HISTORICAL INTERPRETATION *Apr. 2000*
SN Explanation of historical events, subjects, or sites

Home Child Care
USE CHILD REARING

HONESTY *Nov. 97*
SN Truthfulness — freedom from deceit or fraud
UF Dishonesty
Truthfulness

HOUSE PLAN *Jul. 66*
SN (Scope Note Changed) The organization of a school or college into smaller units or communities, each having its own program, services, or facilities

HOUSEWORK *Nov. 96*
SN Tasks, including cleaning, food preparation, and doing laundry, that are necessary for the maintenance of a household (note: see also the Identifier "Division of Labor (Household)")
UF Household Chores
Housekeeping (Households)

HURRICANES *Nov. 95*
SN Tropical cyclones with high-speed winds equaling or exceeding 64 knots (73 mph)
UF Tropical Cyclones
Typhoons

Illegitimate Births (Del Dec95)
USE BIRTHS TO SINGLE WOMEN

INFORMAL EDUCATION *Jan. 99*
SN Casual and continuous learning from life experiences outside organized formal or nonformal education (note: do not confuse with "Nonschool Educational Programs" or "Nonformal Education")

INTERNET *Feb. 96*
SN The international network of computer networks interconnected by routers or gateways and using the standard TCP/IP telecommunications protocol to transfer data such as electronic mail—the Internet connects millions of users among industry, education, government, research, commerce, and private households (note: see also the Identifier "National Information Infrastructure" for documents related to the U.S. Government's Federal NII/Internet policy initiative)
UF Electronic Superhighway
Information Superhighway

ISLAM *Jun. 99*
SN Religion that professes belief in Allah as the sole deity and in Muhammad as the Prophet of Allah

JAPANESE CULTURE *Mar. 96*

JOB SECURITY *Feb. 2000*
SN The assurance or belief that one's employment in a particular job will continue
UF Employment Security

JOURNAL ARTICLES *Jun. 96*
SN Works of prose, complete in themselves, that are published with other such works in periodicals (note: corresponds to Pubtype Code 080—do not use except as the subject of a document)
UF Articles (Journals)
Magazine Articles
Periodical Articles

JOURNALISM RESEARCH *Sep. 95*
SN Basic, applied, and developmental research conducted to advance knowledge about journalism (note: use as a minor Descriptor for examples of this kind of research—use as a major Descriptor only as the subject of a document)

KEYWORDS *Sep. 96*
SN In information science, words and phrases in an abstract, title, text, etc., of a work that identify its significant content (note: keywords are usually the uncontrolled or "natural-language" vocabulary—do not confuse with controlled subject headings, for which use "Subject Index Terms")—in learning and language development, words and phrases of prime importance to a particular task/activity, frequently associated with one another or with pictorial images for easy remembrance (note: see also more precise Identifiers "Keyword Mnemonics," "Keyword Method (Language Learning)," and "Keyword Method (Second Language Learning)")
UF Key Word Access Points

Kirghiz (Del Apr98)
USE KYRGYZ

KYRGYZ *Apr. 98*
UF Kirghiz (1968 1998)
Kirgiz
Kyrghyz

Language Evolution
USE DIACHRONIC LINGUISTICS

LANGUAGE MINORITIES *Aug. 96*
SN Groups whose native language is not the dominant language of the larger society (note: "Limited English Speaking" may be more appropriate for documents dealing with English-as-a-second-language instruction)
UF Linguistic Minorities
Minority Language Groups

LIBRARY ADMINISTRATION *Sep. 75*
SN (Scope Note Added) Planning, organizing, directing, and controlling human or material resources within a library or library network

LIBRARY ADMINISTRATORS *Aug. 96*
(former UF of "Library Administration")
SN Library personnel whose responsibilities may include managing library staff, evaluating programs, planning and managing budgets, developing collections, and planning library services (note: prior to Aug96, the instruction "Library Administrators, USE Library Administration" was carried in the Thesaurus)

LIBRARY DIRECTORS *Aug. 96*
SN Chief executive officers of libraries or library systems responsible for overall direction and coordination of library services, resources, and programs
UF Head Librarians

LIBRARY OF CONGRESS CLASSIFICATION *Apr. 98*
SN Library material classification system, designed for large collections and used widely by academic libraries, that represents knowledge by a mixed notation of letters and numbers—developed initially in 1897 for the U.S. Library of Congress
UF LC Classification

LIMITS (MATHEMATICS) *Jun. 97*
SN The minimum and maximum points of variable x—also, the values approximated by a function f(x) as the independent variable x approaches a specific value, usually associated with calculus

LISTSERVS *Nov. 98*
SN Electronic mailing lists that serve specific purposes or areas of interest and that automatically distribute messages from subscribers to all other subscribers
UF Electronic Discussion Lists
Internet Discussion Lists
Mailing List Servers

MANDATORY CONTINUING EDUCATION *May 97*
SN Education required by regulation or law for occupational and professional development, e.g., for work licensure or certification

MANDATORY RETIREMENT *Jun. 96*
SN Forced retirement upon reaching a maximum age—this age can be set through statute, court ruling, or contract
UF Compulsory Retirement

MANUSCRIPTS *Jun. 2000*
SN Typewritten or handwritten versions of books or other works, especially the authors' own copies—the form of written works submitted for publication

MAORI *Sep. 96*
SN Language of the indigenous Polynesian people of New Zealand

MAORI (PEOPLE) *Sep. 96*
SN Indigenous Polynesian people of New Zealand

Mapping (Cartography)
USE CARTOGRAPHY
(unqualified use reference "Mapping" was deleted)

MASCULINITY *Jun. 2000*
SN The quality or condition of being masculine—may be considered to be determined or affected by biological, social, or cultural factors

MATHEMATICS ACTIVITIES *Aug. 97*
SN Methods of mathematics instruction that usually involve some participation by students —may include projects outside the school

MATHEMATICS HISTORY *Feb. 97*
SN Study of mathematical sciences and activities through the ages, including specific periods, geographic areas, branches, and mathematicians

MAYA (PEOPLE) *Aug. 97*
SN Indigenous people of Guatemala, Belize, southern Mexico, and the Yucatan peninsula (note: see also the Identifier "Mayan Civilization")
UF Mayans

Mental Arithmetic
USE ARITHMETIC
and MENTAL COMPUTATION

MENTAL COMPUTATION *Apr. 2000*
SN Performance of mathematical operations in the mind, i.e., without aid of pencil and paper, or calculator
UF Mental Mathematics

MIDDLE SCHOOL STUDENTS *Jul. 99*
SN (Note: coordinate with the appropriate mandatory educational level descriptor)

MIDDLE SCHOOL TEACHERS *Jul. 99*

MIDDLE SCHOOLS *Jul. 66*
SN (Scope Note Added) Various combinations of grades 5 through 9—mainly 6-8, but also 5-7, 5-8, 7-8, or 7-9 (note: added Jul99 to list of mandatory educational level Descriptors—indexed with levelers "Intermediate Grades" and/or "Junior High Schools" prior to that time)

MULTIPLE INTELLIGENCES *Aug. 98*
SN Theory or view of human intellect, originated in 1983 by Howard Gardner, that every individual has at least seven different autonomous intelligences, i.e., linguistic, logical-mathematical, spatial, bodily-kinesthetic, musical, interpersonal, and intrapersonal—more recently, an eighth intelligence (naturalist) has been recognized, and a ninth (existential) is being considered

MULTIRACIAL PERSONS *Aug. 2000*
SN Individuals of mixed racial ancestry (Note: See also the Identifier "Multiracial Family")
UF Biracial Persons
Interracial Offspring
Mixed Race Persons
Mulattoes
Racially Mixed Persons

MUSLIMS *Jun. 99*
SN Persons who accept the creed and teachings of Islam (note: do not confuse with Identifiers "Black Muslims" and alternate "Nation of Islam")
UF Moslems

NATIONAL PARKS *Sep. 96*
SN Areas of scenic, historical, scientific, or ecological importance protected and preserved by a national government for public enjoyment or study

NATIONAL STANDARDS *Nov. 97*
SN Guidelines, requirements, and other specifications that are enacted and administered, publicly or privately, at the national level (note: see also Identifiers for specific national educational standards, cross-indexed under "National Standards..." in the Identifier Authority List)
UF National Skill Standards

NATIONAL TEACHER CERTIFICATION *Dec. 95*
SN Use of nationwide competency assessment and testing to certify teachers (Note: Do not confuse with the Identifier "National Teacher Examinations," which is a specific test series published by the Educational Testing Service)
UF National Certification (Teaching)

Nature of Science
USE SCIENTIFIC PRINCIPLES

NAVIGATION *Jul. 66*
SN (Scope Note Added) Managed point-to-point movement in any environment or medium (note: if appropriate, use the more specific terms "Orienteering" for the sport of cross-country navigation and "Navigation (Information Systems)" for movement among or within Internet sites and other locations on computers)

NAVIGATION (INFORMATION SYSTEMS) *Jan. 97*
SN The process of finding one's way around the contents of a database or hypermedia-based program — navigability is a chief goal of those who design computer systems, human-computer interfaces, and hypermedia links, and also a leading criterion for those who evaluate them

NONFORMAL EDUCATION *Jul. 73*
SN (Scope Note Changed) Organized education without formal schooling or institutionalization in which knowledge, skills, and values are taught by relatives, peers, or other community members (note: do not confuse with "Nonschool Educational Programs" or "Informal Education")

NONGOVERNMENTAL ORGANIZATIONS
Sep. 99
SN Private sector organizations, typically non-profit, voluntary, and international in scope, that carry out a variety of social development or public interest functions

NUCLEAR WEAPONS *Jan. 99*
UF Atomic Bombs
Nuclear Arms

NURSERY RHYMES *Dec. 95*
SN Short rhymed poems or songs for children that often tell a story
UF Mother Goose Rhymes

Nutrient Deficiencies
USE NUTRITION

Nutritional Deficiencies
USE NUTRITION

OBJECTIVITY *Apr. 2000*
SN The idea that facts or conditions may be perceived or reported without distortion by feelings or biases, and therefore may be verified (note: see also such Identifiers as "Journalistic Objectivity," "Specific Objectivity")

OCCUPATIONAL SEGREGATION *Nov. 99*
SN Concentration of one gender or of a particular racial, ethnic, or other group in an occupation or job classification (note: for occupational sex segregation, coordinate with the Identifier "Sex Segregation")
UF Job Segregation

Official English Movement
USE ENGLISH ONLY MOVEMENT

OLDER WORKERS *Jul. 97*
SN Personnel, aged 40+, employed full- or part-time (note: for specificity, coordinate with appropriate age-level Descriptors—"40+" in definition is per Age Discrimination in Employment Act of 1967 (U.S.))

OLYMPIC GAMES *Aug. 89*
SN (Scope Note Changed) International program of sports competition held in a different country every 4 years (summer and winter games alternate in even-numbered years)—the modern Olympic Games, first held in 1896, are a revival of similar quadrennial contests held in ancient Greece (note: do not confuse with "Special Olympics")

OTITIS MEDIA *Nov. 96*
SN Infection, and/or collection of fluid, in the middle ear, occurring most often in infants and young children—may cause hearing loss in recurrent or long-standing cases
UF Ear Infections (Middle Ear)
Middle Ear Disease

OUTCOME BASED EDUCATION *Aug. 95*
SN The effort, often by a state or local education agency, to organize all the features of schooling (including aims, curriculum, instruction, and assessment) so as to produce specifically delineated results (often including noncognitive as well as cognitive results) and generally with the expectation that all students will demonstrate such results
UF OBE
Outcomes Based Education
Results Based Education

OUTDOOR LEADERSHIP *Aug. 98*
SN Management or direction of groups in the outdoors–includes planning and conducting outdoor group activities, evaluating risks and safety concerns, influencing group dynamics, and facilitating participant reflection on the experience

PACIFIC ISLANDERS *Jan. 96*
SN Indigenous peoples of Micronesia, Polynesia, and Melanesia, and their descendants (note: use a more specific term, if appropriate— see also the geographic Identifiers "Pacific Islands" and "Oceania")

PAPAGO *Jul. 66*
SN (Scope Note Added) The Uto-Aztecan language of the Tohono O'Odham nation of American Indians—related to Pima, the two languages are sometimes referred to collectively as O'Odham, the Papago and Pima word for "people"

PARENT EMPOWERMENT *Jul. 96*
SN Promotion or attainment of autonomy and freedom of choice for parents

PARENTS WITH DISABILITIES *Apr. 96*
SN Parents who have a disability or impairment of any type
UF Disabled Parents

PATTERNS IN MATHEMATICS *Aug. 99*
SN Numerical and geometrical configurations of natural or human origin (note: see also the Identifier "Number Sequences")
UF Mathematical Patterns

PEDAGOGICAL CONTENT KNOWLEDGE
Mar. 98
SN An integration of teacher understanding that combines content (subject matter), pedagogy (instructional methods), and learner characteristics

PEER MEDIATION *Jun. 2000*
SN The use of peers (e.g., students, teachers) to promote reconciliation, settlement, or compromise between conflicting parties
UF Student Mediation

PERFORMANCE BASED ASSESSMENT *Apr. 96*
SN Evaluation of achievement, learning, etc., that requires direct demonstration of knowledge and skills via the construction of responses, and for which scoring can be based on the processes of the response construction as well as the final product—typically, performance-based assessments are designed to elicit and strengthen examinees' critical-thinking skills, problem-solving strategies, self-evaluation skills, and other higher-order thinking skills (note: do not confuse with "Performance Tests," whose usage is restricted to evaluations of manual manipulations and body movements—see also related Identifiers "Alternative Assessment," "Authentic Assessment," and "Direct Assessment"—prior to Apr96, the Identifier "Performance Based Evaluation" was used to index this concept)
UF Performance Assessment (Higher Order Learning)
Performance Based Evaluation

PERFORMANCE TESTS *Jul. 66*
SN (Scope Note Changed) Tests that require the manipulation of objects or skilled bodily movements (note: do not confuse with "Non-verbal Tests," which minimize the use of language but may not emphasize the manipulation of objects or skilled movement—prior to Mar80, the use of this term was not restricted by a scope note—use "Performance Based Assessment" for "higher-order" performance testing)
UF Performance Assessment (Skilled Bodily Movements)

PETS *Mar. 96*
SN Animals kept for pleasure and companionship (note: coordinate with individual animals as appropriate, e.g., Descriptors "Birds," "Horses" or Identifiers "Cats," "Dogs")
UF Companion Animals

PHONATHONS *May 98*
SN Fund raising or other solicitation activities using the telephone
UF Telephone Solicitation Programs

Physical Self Concept
USE BODY IMAGE

POLITICAL CORRECTNESS *Jun. 96*
SN The attempt in communication or other activity to be inoffensive and inclusive— may lead to censorship and intolerance in some cases, and is regarded with derision by many (note: see also the Identifiers "Speech Codes" and "Hate Speech")
UF Politically Correct Communication

POPULAR EDUCATION *Feb. 97*
SN Education that encourages learners to critically examine their day-to-day lives and collectively take action to change social conditions and systems (frequently associated with Paulo Freire's critical pedagogy and participatory literacy campaigns)
UF Peoples Education

POPULAR MUSIC *Jan. 96*
SN Music enjoyed by the general public and commonly disseminated via the mass media (note: prior to Jan96, this concept was frequently indexed by "Popular Culture" coordinated with "Music" terms)
UF Pop Music

POSTMODERNISM *Jul. 2000*
SN A cultural, philosophical, or stylistic reaction to or successor of modernism, beginning from about 1960 — the postmodern period or approach is characterized by a relativistic or pluralistic sense that truth or reality is dependent on specific context or individual perspective
UF Post Modernism

POSTTRAUMATIC STRESS DISORDER *Oct. 95*
SN Acute or chronic delayed reaction to highly stressing events such as military combat, sexual assault, childhood abuse, natural disasters, unexpected deaths, and life-threatening accidents—symptoms include anxiety, depression, intrusive recollections, and emotional detachment
UF Post Traumatic Stress Syndrome
Posttraumatic Neurosis
PTSD

PRENATAL DRUG EXPOSURE *Oct. 96*
SN Maternal drug use during pregnancy—also, a medical condition in infants and children resulting from such use
UF Drug Exposure in Utero
Fetal Drug Exposure
Prenatal Exposure to Drugs

PRENATAL INFLUENCES *Aug. 68*
SN (Scope Note Changed) Factors occurring between conception and birth and affecting the physical or mental development of an individual (note: use the more precise "Prenatal Care" or the narrower "Prenatal Drug Exposure," if appropriate)

PRESERVICE TEACHERS   *Aug. 98*
SN   Students in a teacher education program, at a college or university, preparing for professional-level teaching positions (note: prior to Aug98, this concept was sometimes indexed by "Student Teachers" or "Education Majors")
UF   Prospective Teachers

PROBLEM BASED LEARNING   *Nov. 99*
SN   Any educational process that engages students to collaboratively investigate and resolve one or more ill-structured (open-ended) real-world problems
UF   Problem Centered Curriculum
     Problem Oriented Instruction

PROCESS APPROACH (WRITING)   *Aug. 2600*
SN   Method of teaching writing, often in a workshop atmosphere, in which students are guided through all aspects of the writing process—students brainstorm topics, produce drafts, confer about their writing, revise, edit, and make their writing available to others (i.e., "publish")
UF   Process Writing
     Writing as Process
     Writing Process Approach

PUBERTY   *Dec. 95*
SN   Period of life at which the individual reaches sexual maturity and is capable of reproduction (note: see also the Identifier "Puberty Rites")

PUBLIC HISTORY   *Apr. 2000*
SN   History as experienced in public settings, e.g., archives, museums, public policy organizations, historical societies, and the media—includes historical work and study in such settings
UF   Applied History

Putonghua
USE MANDARIN CHINESE

RAINFORESTS   *Apr. 95*
SN   Woodlands of dense, mainly broad-leaved evergreen trees in areas of high annual rainfall (note: coordinate with Identifiers "Deforestation," "Tropics," etc., as appropriate)
UF   Rain Forest Preserves
     Temperate Rainforests
     Tropical Rainforests

READING MOTIVATION   *Nov. 95*
SN   The arousal, direction, and sustaining of reading interest and activity for work, school, pleasure, or other purpose

RECIPES (FOOD)   *Sep. 96*
SN   Instructions and ingredients for preparing food dishes

REGGIO EMILIA APPROACH   *Feb. 2000*
SN   An approach to early childhood education originating in the municipal preprimary schools of Reggio Emilia, Italy, characteristics of which include emphasis on children's symbolic representations (including drawing, sculpture, dramatic play, and writing), documentation of the children's experiences in long-term projects, and extensive involvement of parents and the community

Reggio Emilia Preschools
USE PRESCHOOL EDUCATION
and REGGIO EMILIA APPROACH

REHEARSALS (THEATER ARTS)   *Feb. 2000*
SN   Practice sessions generally under the instruction of a conductor or director in preparation for a public performance

RESILIENCE (PERSONALITY)   *Sep. 97*
SN   The ability to withstand and move beyond difficult life situations

Restrooms
USE TOILET FACILITIES

REUNIONS   *Jun. 2000*
SN   The coming together of relatives, friends, or associates after periods of separation

RHYME   *May 97*
SN   Correspondence of sounds among words or lines of verse
UF   Rime (Sound)

RIVERS   *Jun. 2000*
SN   Streams of water that flow in a definite channel toward an ocean, a lake, or another body of water
UF   Streams

Rundi
USE KIRUNDI

SCHOLARLY COMMUNICATION   *Aug. 2000*
SN   Exchange of ideas or information between scholars—may occur through any medium and encompasses the spectrum from formal publication to informal discussion
UF   Scholarly Information Exchange

SCHOLARLY WRITING   *Aug. 2000*
SN   Formal written presentation of research or ideas by scholars (Note: Prior to Aug00, as an unscoped Identifier, this term was used broadly to index such concepts as "Faculty Publishing," "Writing for Publication," "Academic Discourse," and "Scholarly Communication")

SCHOLASTIC JOURNALISM   *Jul. 2000*
SN   School-sponsored journalistic endeavors, e.g., production of newspapers, yearbooks, electronic periodicals, Web sites, or broadcast news programs

SCHOOL CULTURE   *Feb. 96*
SN   Patterns of meaning or activity (norms, values, beliefs, relationships, rituals, traditions, myths, etc.) shared in varying degrees by members of a school community

SCHOOL PSYCHOLOGY   *May 2000*
SN   Application to the school setting of psychological knowledge and methods regarding cognitive, affective, or social development—includes activities such as assessment, diagnosis, consultation, and treatment—may refer to the practice or the study of school psychology (note: prior to May00, this term was frequently indexed by "School Psychologists")

SCHOOL UNIFORMS   *Jul. 2000*
SN   Standardized clothing for regular school attendance worn in conformity with school policy (Note: Excludes uniforms for special activities such as band, athletics, or ROTC—see also the Identifier "Uniforms")

SCIENCE ACHIEVEMENT   *Mar. 2000*
SN   Level of attainment in any or all science skills, usually estimated by performance on a test

SCORING RUBRICS   *Jun. 2000*
SN   Evaluation tools, usually grids, that list the criteria for a task or performance, and articulate gradations of quality for each criterion
UF   Assessment Rubrics
     Rubrics (Scoring Guides)

SELF ADVOCACY   *Jan. 97*
SN   The process of exercising, defending, and promoting one's rights — most often refers to people with disabilities speaking and acting on behalf of themselves

Self Centeredness
USE EGOCENTRISM

Semiology
USE SEMIOTICS

SERBOCROATIAN   *Jul. 66*
SN   (Scope Note Added) (Note: see also Identifiers "Croatian" and "Serbian")

SERVICE LEARNING   *Mar. 96*
SN   Learning through community service (or public service in a wider sphere), usually integrated with regular instruction in school or college (note: see also related Identifiers "Community Service," "Youth Community Service," and "National Service")
UF   Community Service Learning

SEXUAL ORIENTATION   *Aug. 2000*
SN   The direction of one's psychosexual interest toward members of the same sex, the opposite sex, or both sexes
UF   Sexual Preference

Silent Speech
USE INNER SPEECH (SUBVOCAL)

Social Context
USE SOCIAL ENVIRONMENT

SOCIAL PROMOTION   *Feb. 2000*
SN   Process of passing students on to the next level or grade based on age or social maturity rather than academic accomplishment

SOCIOLOGISTS   *Feb. 96*
SN   Scholars who systematically study and critique the development, structure, functioning, and dilemmas of human society

SPIRITUALITY   *May 99*
SN   Openness to an existence or superior being beyond ordinary sensory and intellectual experience, i.e., to a transcendent or supernatural reality or creative spirit

STATISTICAL SIGNIFICANCE   *Mar. 80*
SN   (Scope Note Changed) Property of having low probability of occurrence on the basis of chance alone (in this sense, "significance" means neither "bigness" nor "importance" — usually, the odds have to be at least 20 to 1 and preferably 100 to 1 against pure chance for significance to be claimed)

STRING INSTRUMENTS   *Aug. 99*
SN   Musical instruments, ordinarily the violin family (violin, viola, cello, double bass) but occasionally also the guitar, lute, harp, etc., in which tone is produced with strings stretched on a frame and bowed or plucked by hand—excludes keyboard instruments, such as the piano or harpsichord, with strings struck or plucked mechanically (note: see also more precise Identifiers "Violins," "Violin Instruction," "Guitars," etc.)
UF   Stringed Instruments

STUDENT EMPOWERMENT   *Jul. 96*
SN   Promotion or attainment of autonomy and freedom of choice for students

SUDDEN INFANT DEATH SYNDROME   *Oct. 99*
SN   The sudden and unexpected death of an apparently healthy infant, occurring almost always during sleep, that cannot be explained by postmortem studies
UF   Cot Death
     Crib Death
     SIDS

TEACHER COLLABORATION   *May 96*
SN   An interactive process that enables teachers with diverse expertise to work together as equals and engage in shared decision making toward mutually defined goals
UF   Collaborative Teachers
     Teacher Cooperation

TEACHER EMPOWERMENT   *Jul. 96*
SN   Promotion or attainment of autonomy and freedom of choice for teachers

TEACHER RESEARCHERS   *Nov. 97*
SN   Teachers who engage in educational research, generally to improve their own classroom practices
UF   Teachers as Researchers

TEACHER SURVEYS *Oct. 97*
SN Studies in which data are gathered from teachers on their attitudes, interests, activities, characteristics, etc. (note: use as a minor Descriptor for examples of this kind of survey—use as a major Descriptor only as the subject of a document)

TEACHERS WITH DISABILITIES *Apr. 96*
SN Teachers who have a disability or impairment of any type
UF Disabled Teachers

TECH PREP *Mar. 95*
SN Sequential programs of study that integrate preparation for technical careers with academic education in a highly structured and closely articulated secondary and postsecondary curriculum, leading to a minimum of an associate degree or 2-year certificate in a specific career field
UF Two Plus Two Tech Prep

TEMPORARY EMPLOYMENT *Jul. 99*
SN Work arrangement in which it is understood that the job is of limited duration (note: see also the Identifier "Temporary Faculty")

Temporary Help Services
USE EMPLOYMENT SERVICES
and TEMPORARY EMPLOYMENT

TIME BLOCKS *Jul. 66*
(now a narrower term of "Time")
SN (Scope Note Added) (Note: prior to Aug96, this concept was a narrower term of "School Schedules," and its usage generally was reserved for that context—"Block Scheduling" has replaced it in the "School Schedules" hierarchy)

TIME TO DEGREE *Apr. 98*
SN Total length of time between original enrollment to completion of all requirements for a postsecondary degree
UF Degree Completion Time

Timetables
USE SCHEDULING

Timetables (School)
USE SCHOOL SCHEDULES

TOHONO O ODHAM PEOPLE *Dec. 95*
SN A desert-dwelling American Indian people of southern Arizona and the province of Sonora in northwest Mexico (also, dispersed kin)
UF Papago (Tribe)

TOILET TRAINING *Oct. 99*
SN Process of teaching a child or disabled individual to control bladder and bowel functions and use the toilet
UF Potty Training
Toilet Learning

TORNADOES *Nov. 95*
SN Violently rotating storms, usually visible as funnel clouds, with wind speeds of 100-200 mph and causing considerable destruction when touching ground—most common in the U.S. and Australia

TRANSFER RATES (COLLEGE) *Jan. 98*
SN Percentages of students who have transferred from one institution of higher education to another (calculation varies, depending on the definition of transfer utilized)
UF College Transfer Rates

Transformation Theory (Adult Learning)
USE LEARNING THEORIES
and TRANSFORMATIVE LEARNING

TRANSFORMATIVE LEARNING *Jun. 2000*
SN Learning by reflecting critically on one's own experiences, assumptions, beliefs, feelings, and mental perspectives in order to construe new or revised interpretations—often associated with adult learning
UF Perspective Transformation
Transformations (Adult Learning)

Truant Officers
USE ATTENDANCE OFFICERS
and TRUANCY

Two Plus Two Tech Prep Associate Degrees
USE ASSOCIATE DEGREES
and TECH PREP

UNIVERSAL DECIMAL CLASSIFICATION
Apr. 98
SN Elaborate system for classifying library materials that divides the total field of knowledge into 10 main branches, with increased specialization provided by further subdivisions of 10 and additional auxiliary notations of special signs and numbers—devised in 1895 as an expansion of the Dewey Decimal Classification, and revised continually since then
UF Decimal Classification (Universal)
UDC (Classification)

UNIVERSITY PRESSES *Oct. 98*
SN Publishing houses associated with higher education institutions and often specializing in scholarly or creative works

VELOCITY *May 98*
SN Rate of motion in a specified direction (note: see also the Identifiers "Angular Velocity" (rate of rotational motion) and "Nerve Conduction Velocity")

VIRTUAL REALITY *Aug. 96*
SN Computer-generated simulations of three-dimensional environments, intended to seem real, with which users interact using combinations of sensing and interface devices and software

Viracnon
USE BIKOL

WALKING *Jul. 97*
SN (Note: see also the Identifier "Hiking")

Washrooms
USE TOILET FACILITIES

WEAPONS *Jan. 99*
SN Instruments, devices, or techniques used to attack or to counter an attack
UF Arms (Weapons)
Combat Instruments

Webzines
USE ELECTRONIC JOURNALS

WELLNESS *Apr. 2000*
SN Condition of physical and psychological well-being attained through deliberate pursuit of a healthy lifestyle (note: prior to Apr00, the instruction "Wellness Programs, USE Health Promotion" was carried in the Thesaurus)
UF Wellness Programs (former UF of "Health Promotion")

WIND INSTRUMENTS *Aug. 2000*
SN Musical instruments played by causing the air in the instrument to vibrate by blowing into or across the air tube

WOODWIND INSTRUMENTS *Aug. 2000*
SN Musical wind instruments, such as clarinets, flutes, saxophones, oboes, and bassoons, made of wood or metal tubing in which sound is produced by the vibration of one or two reeds in the mouthpiece or the passing of air over a mouth hole

WORD ORDER *Oct. 98*
SN The arrangement of words in a phrase, clause, or sentence—the sequence in which words are placed according to the conventions of a given language

WORKPLACE LITERACY *Feb. 96*
SN Reading, writing, computation, and communication skills performed in the context of job tasks
UF Job Literacy
Job Related Literacy
Occupational Literacy

WORLD VIEWS *Jul. 98*
SN Comprehensive belief/value systems held by individuals or groups–fundamental frameworks for perceiving and interpreting life and the universe (note: do not confuse with international or whole-world orientations and undertakings, for which see "Global Approach")
UF Life Views
Outlooks on Life
Philosophy of Life
Weltanschauungen
Worldviews

WORLD WIDE WEB *Jun. 96*
SN A hypertext-based information system for disseminating and retrieving text or multimedia files via the Internet—the files can be accessed with a browser program installed on the user's computer
UF Web (The)
WorldWide Web Service
WWW

Writing Development
USE WRITING (COMPOSITION)

Submitting Documents to ERIC

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307

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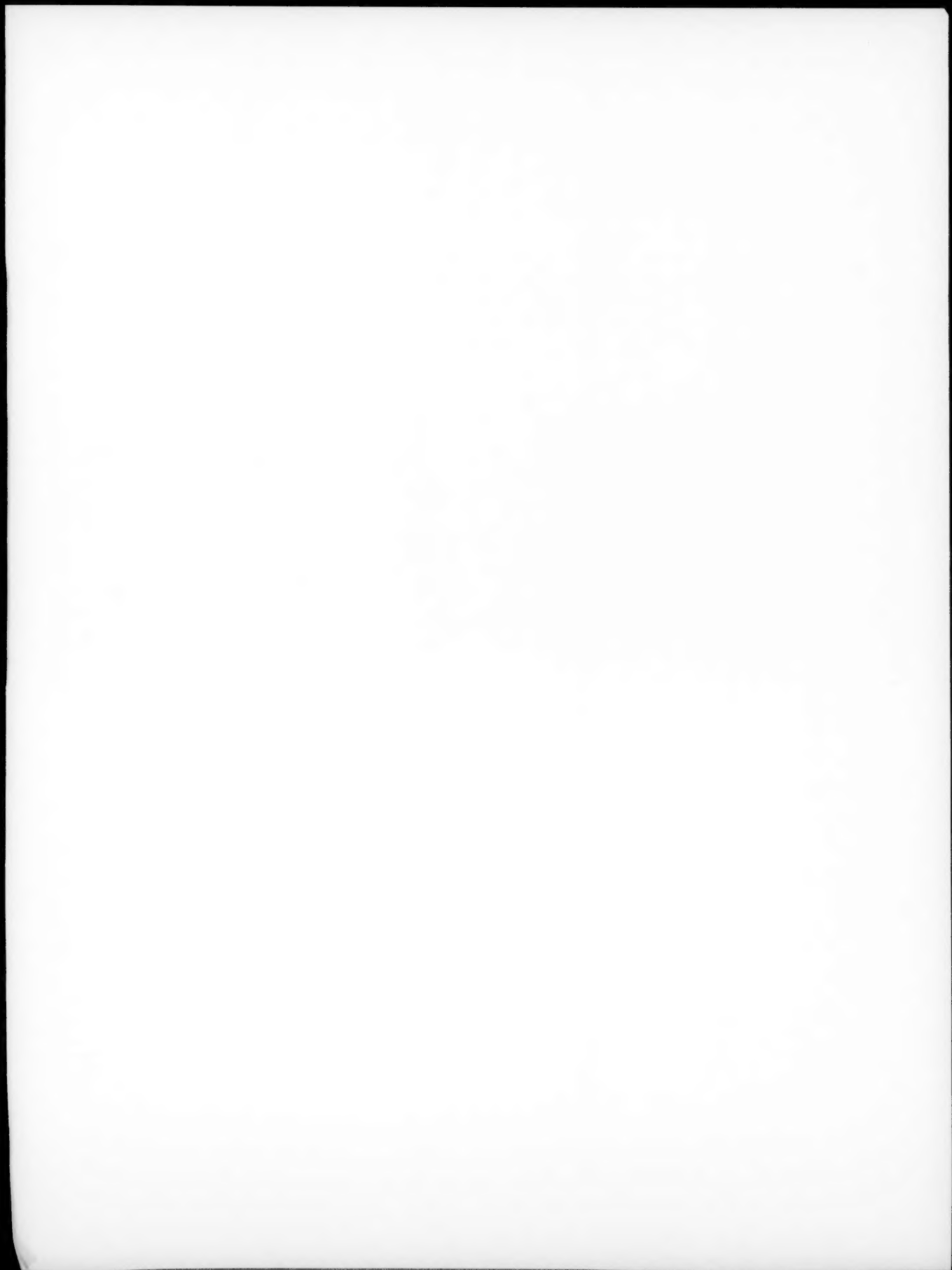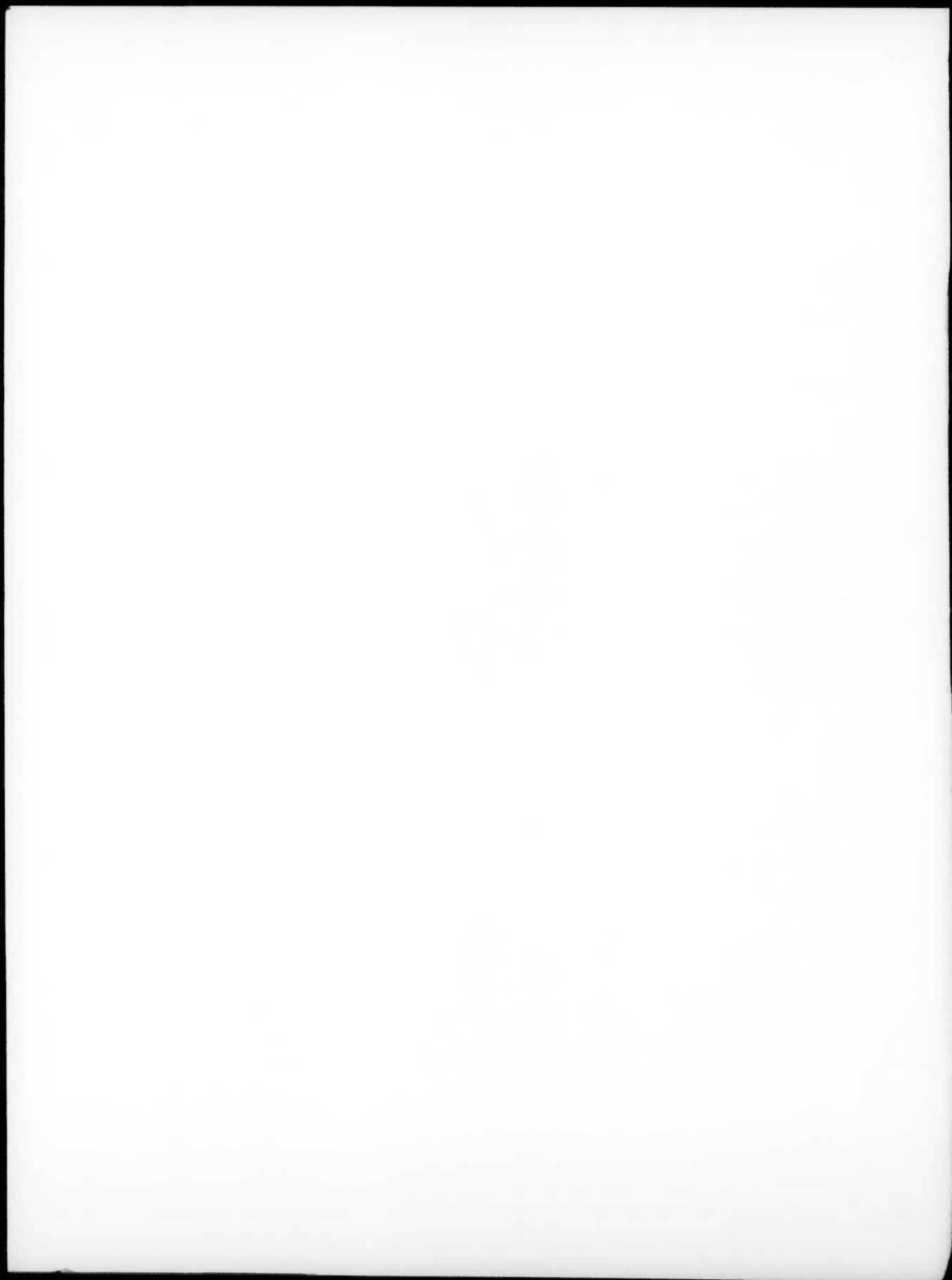
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